DOCUMENT RESUME

ED 079 881 EC 052 199

AUTHOR	Alexander, Lonie; And Others
TITLE	A Curriculum Guide for Teachers of Educable Mentally Handicapped.
INSTITUTION	Brevard County School Board, Cocoa, Fla.
PUB DATE	Jul 72
NOTE	170p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Books; Communication Skills; Course Objectives; *Curriculum Guides; *Educable Mentally Handicapped; *Exceptional Child Education; Health; Instructional Materials; Language Development; Mentally Handicapped; Money Management; Music; Program Planning; *School Districts; Social Development; Vocational Education
IDENTIFIERS	*Brevard County; Florida

ABSTRACT

Presented in the curriculum guide for teachers of mentally retarded (EMR) children in Brevard County, Florida, are preprimary, primary, intermediate, junior high school, and occupational training programs. Listed for preprimary level are skills objectives and suggested activities for such areas as auditory discrimination, constancy, and tactual kinesthetics. Given for the primary level are skills objectives and activities to develop communication (such as watching, listening, reading, or working with numbers), and social competencies (pertaining to home, school, health, cultural heritage, science, art, and music). Intermediate level objectives and activities suggested are expanded from primary level to include time, money, and mathematics in the area of communication, and more complexity in social competencies; and included are sample lesson plans for writing, spelling, or money management, and sample units for social studies, science, and primary level. Provided for junior high level are guides for language development, social studies, science, health, safety, and vocational preparation. Given for the three year occupational training program (which includes academic and prevocational work, school employment, and full time employment), are guides for academic instruction, occupational readiness, and specific skill building (such as auto mechanics, building trades, or home economics). Also described are program planning techniques (individualizing students' programs, making referrals, ordering materials and arranging field trips); and procedures for obtaining vocational rehabilitation services. Listed for each level are instructional materials, with sources. (MC)

FILMED FROM BEST AVAILABLE COPY

ED 079881

A Curriculum Guide for teachers of Educable Mentally Handicapped

Brevard County
Florida
July 1972

Exceptional Child Education
705 Avocado Avenue
Cocoa, Florida 32922

EC052199

ED 079881

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A CURRICULUM GUIDE

FOR TEACHERS OF

EDUCABLE MENTALLY HANDICAPPED

BREVARD COUNTY FLORIDA

JULY 1972

Developed by:

Mrs. Lonie Alexander
Mrs. Linda Brickham
Mrs. Mary Ford
Mrs. Patricia Gould
Mr. Neal Lake
Mrs. Ola McCaster

Mrs. Nina Ransom
Director, Exceptional Child Education
705 Avocado Avenue, Cocoa, Florida

FOREWORD

This curriculum guide for teachers of educable mentally handicapped children was developed as a result of concerns of teachers and other educators for a county-wide coordinated curriculum. It is intended that this guide together with the teachers initiative and ingenuity be utilized at all times. Since no guide is all inclusive, it is hoped that teachers will make any additions which may prove expedient to learning. These efforts will aide in the development of a more comprehensive guide in the future.

Acknowledgement of the special efforts of secretarial staff in producing this guide is made to Jacqueline Harden, Linda Dubey and Jacquelyn Patten with much gratitude.

INTRODUCTION

Ten to fifteen per cent of the school-age children are considered to be exceptional. They are exceptional because they have emotional, physical, communicative or mental deviations sufficient to require some special educational experience. Mental deviations include those who are gifted or academically talented as well as those who are retarded. Some children have a combination of deviations. The degree to which the deviation interferes with the children's normal school achievement will determine the extent to which the school's curriculum will need adjustment or modification for them. Our concern in this curriculum content is for the mentally handicapped.

A child who has a limited intellectual capacity and is unable to benefit adequately from the regular school curriculum is referred to as "mentally retarded." Within this group of handicapped children are those who are called the educable mentally retarded and those who are called the trainable mentally retarded. Our concern in this curriculum guide is for the educable mentally retarded.

In curriculum planning for the educable mentally retarded, the total school environment must be utilized. It must be recognized that, for the majority of those students this program is a terminal one and consequently must have as its goal not only academic but vocational and social competency.

PHILOSOPHY OF EDUCATION FOR THE MENTALLY RETARDED

We, as educators, subscribe to the democratic doctrine that each child is entitled to an education commensurate with his capacity. We must accept all who come to us and capitalize on their abilities while helping them to accept their limitations. It is our purpose to teach these children personal adequacy, social competence, and occupational skills to the extent of their capability. They must be prepared to function effectively in the home, in the school, and in the community.

Individual differences, various interests, and divergent environments must be recognized and respected. Each young person should be made aware of his own worth and his responsibility to society. A varied and flexible program must be employed in order to meet the needs of the individuals. Because different children learn through different media, various techniques must be utilized in presenting the curriculum. It must be kept in mind at all times that the three R's for the mentally retarded youngster are Routine, Relaxation, and Repetition.

The ultimate goal of our program is to enable our young people to lead useful, enriched lives with full appreciation of their American heritage.

GENERAL OBJECTIVES

1. They should be educated to get along with their fellow men.

2. They should develop emotional security and independence in the school and in the home through a good mental hygiene program.

3. They should develop habits of health and sanitation through a good program of health education.

4. They should learn the minimum essentials of tool subjects (in relation to their potential).

5. They should learn to participate in work for the purpose of earning their own living.

6. They should learn to occupy themselves in wholesome leisure-time activities.

7. They should learn to become adequate members of the home, the school, and the community.

I. Pre-Primary Setting

A. Auditory Discrimination

1. Skills

a. To develop the ability to distinguish one sound from another

b. To perceive the number and order of sounds

c. To recognize a group of sounds

d. To recognize a spoken syllable

e. To develop oral reading skills

f. To develop spelling sounds

g. To acquire an understanding

h. To use spoken language effectively

2. Suggested Activities

a. Listen to sounds to identify the source

b. Listen to musical tones to identify high and low notes

c. Listen to and identify beginning sounds of words

d. Find pictures of these words and make a scrap book

e. Listen for rhyming words

f. Make-up little jingles

B. Perception of Form and Form Discrimination

1. Skills

a. To develop the ability to distinguish among stimuli on the basis of essential details of shape

b. To develop the ability to interpret visual information

c. To develop the ability to be critical from the sense of touch

d. To develop the ability to discriminate letters and numerals in reading

e. To know what to look for in a simple setting

f. To know shapes, sameness and differences

2. Suggested Activities

a. Distinguish between △ and □

b. Distinguish between A and H

c. Recognize the difference between h, n, and m

d. Recognize the quantity or number

e. Act out directions

f. Match colors

g. Match shapes

h. Match sizes

i. Match objects

j. Name objects in a box

C. Contancy

1. Skills

a. To develop the ability to know that regardless of changes in other properties, color, shapes and etc. remains the same. △ ◭ ▽ ◮

All triangles are the same.

b. Aaa are all the same

c. To develop the ability to notice color in things around them.

d. To develop ability to notice the way things feel to their touch

2. Suggested Activities

a. Drop colors onto a wet surface and allowing them to run together

b. Dripping melted crayon

c. Looking through a prism

d. Making a crayon etching

e. Dropping different colors of food coloring into a glass of water

D. Body Awareness and Laterality

1. Skills

a. To develop the ability to know left-right, over-under, etc. within one's own body

b. To develop the ability to distinguish between movement on right and left sides of the body

c. To develop the ability to know the parts of the body and how they work

d. To prepare the child to deal with his environment in external space

2. Suggested Activities

a. Use of games and songs to identify body parts

b. Use of playground equipment

c. Imitations of body positions and movements

d. Use of games and songs for right and left discrimination

E. Perception of Spatial Relationships

1. Skills

a. To develop ability to organize points in space as they relate to self and then to others

b. To develop accurate perception of spatial relationships

c. To develop the ability to know all positions concepts

2. Suggested Activities

a. Have children move about the room without bumping into objects

b. Move a glass of water to mouth without spilling

c. To organize work on paper find start and stopping points

d. Reproduce symbols on paper

(1) Reversal exercises:

(a) was/saw

(b) on/no

(c) 42/24

(d) 6/9

(e) b/d

(f) p/q

(g) u/n

e. All position exercises over-under, in-behind, between, etc.

F. Perception of Sequence

1. Skills

a. To develop ability to understand the ordering of visual, verbal or manipulative materials in meaning sequence

b. To develop an auditory sequence of sounds with a visual sequence of symbols

c. To develop an understanding of the relationship of ideas through word order

d. To develop concepts for number and numerals

2. Suggested Activities

a. Coordinate spelling and reading

(1) Auditory sequence of sounds

(2) Visual sequence of symbols

b. Expression of ideas

(1) Word order of phrases and sentences

G. Tactual-Kinaesthetic Skills

1. Skills

a. Develop ability to feel likenesses and differences

2. Suggested Activities

a. Manipulation and exploration of various materials, such as cotton, cloth, flash cards, finger paints, clay and sandpaper

b. Use of large cut-out letters and numbers

II. Communication

A. Watching

1. Skills

a. To develop observation skills

b. To develop attentive watching for short periods of time

c. To develop ability to match visual cues to motor and kinesthetic patterns

d. To develop an ability to group objects according to similarities and differences

e. To develop concept of sequential order

f. To develop ability to remember different objects and locations

g. To develop visual discrimination of colors, shapes, sizes, and objects

h. To develop concept of left to right, and top to bottom movements of the eyes

i. To develop ability to match like items

2. Suggested Activities

a. Imitation of actions observed

b. Description of object in the room for children's guessing games

c. Games and activities for matching colors, shapes, sizes and objects (ex. - Lotto games, puzzles, beads and blocks)

d. Field trips and "walks" for practice in observing

e. Students name (recall) small group of things exposed to briefly - numbers of objects slowly increased

f. Use of ring toss and bean bag games

g. Directed "watching" experiences during which students are looking for specific things.

h. Placing pictures and/or objects in sequential order

i. Locating the original position of items

B. Listening

1. Skills

a. To develop ability to follow directions

b. To develop attentive listening for short periods of time

c. To develop discrimination between different sounds

d. To develop discrimination among sounds of similar words

e. To develop ability to identify beginning and ending sounds of words

f. To develop ability to discriminate sounds of different pitch

g. To develop an appreciation for music, stories, and nursery rhymes

h. To develop ability to report sequence of sounds, words and events

i. To develop ability to recall previous instruction

2. Suggested Activites

a. Use of simple direction involving one act, then two, three, etc.

b. Listening to different sounds and tell from what direction the sound is coming, who is speaking, or what animal is being imitated

c. Listening to musical tone to identify high and low notes

d. Use of games and activities using rhyming words

e. Finding and collecting pictures beginning and ending with the same sound

f. Use of student-made jingles and rhymes

g. Listening and identifying environmental sounds

h. Listening to stories, films, songs, etc.

1. Learning or memorizing songs and nursery rhymes

j. Blindfold a child and ask him to tell from what direction a sound is coming and what animal is being imitated

C. Speaking

1. Skills

a. To develop ability to communicate in complete ideas

b. To develop ability to tell simple stories in sequence

c. To develop ability to tell about previous experiences and interests

d. To develop ability to dictate ideas for experience charts

e.. To enlarge oral vocabulary

f. To encourage asking and answering questions

g. To stengthen ability to pronounce words clearly and to enunciate

h. To develop the habit of speaking in complete sentences

i. To use common greetings and responses

j. To emphasize importance of waiting his turn

k. To develop a pleasing voice

2. Suggested Activities

a. Use of nursery rhymes with finger play activities

b. Use of sharing time

c. Use of class planning sessions of daily schedule:

1. Use of class evaluation sessions of daily activities

2. Talking in small group work sessions

3. Dictation of story for experience chart

4. Dramatization of stories and experiences

5. Use of tape recorder and Language Master

6. Use of choral reading

7. Use of pictures for interpretation, enrichment aid in pronounciation, and learning new words

8. Use of the telephone

9. Practice courtesies in classroom

10. Telling name, age and address

D. Writing

1. Skills

a. To develop control of large and small muscle movements

b. To develop eye-hand coordination and finger dexterity

c. To develop left to right orientation

d. To develop ability to form vertical, diagonal and horizontal lines, circles and shapes

e. To develop ability to form letters

f. To develop ability to copy words

g. To develop proper posture, relation of paper to the body, and freedom of movements

h. To form habits of neatness, cleanliness, and orderliness

i. To develop good spacing and appropriate size of letters

2. Suggested Activities

a. Use of making lines, circles, and shapes with paint, crayons, chalk, pencils, clay, blocks, sand, etc.

b. Use of tracing with fingers

c. Use of following broken lines to form letters

d. Use of hammering & stacking blocks

e. Use of jigsaw puzzles

f. Forming letters in air

g. Matching capitols and small letters

h. Coloring within lines

E. Reading

1. Skills

a. To develop left to right sequence and top to bottom

b. To develop ability to "read" pictures

c. To develop recognition of name

f. To expand concept that words stand for experience

g. To develop recognition of common signs

h. To develop ability to match simple words cards

i. To develop recognition of names of days of the week and names of the months

j. To develop recognition of basic words in teacher-and child-made materials and other books

k. To develop recognition of weather words

l. To develop an interest in books and proper care of them

m. To develop an interest in reading to satisfy personal needs

2. Suggested Activities

a. "Read" pictures in books, magazines, bulletin boards, charts, etc.

b. Making of experience charts

c. Use of flash cards

d. Use of teacher-made materials and books and supplemental reading books and newspapers

e. Keeping daily weather bulletins

f. Preparing scrapbooks and booklets

g. Informal discussion to plan, develop, appraise and summarize an activity in the classroom

h. Activities to emphasize accuracy rather than speed

i. Seatwork planned to meet individual needs

j. Opportunities for sharing anecdotes, stories, poems, and dramatization

k. Prepare bulletin boards of reading interests

III. Number Skills

A. Level A

1. Numeration

a. Classify any collection of objects by area

b. Identify the correct object or objects according to some common property such as: largest, smallest, longest, shortest, inside, outside, heavier, oldest, alike, different

c. Match element in a one-to-one correspondence

d. Identify (orally or by marking) the cardinal number of structured group of ten. Select a set or construct a set which contains as many objects as a given number including zero

e. Count orally from one to ten

f. Read numerals (one to ten) orally from left to right

g. Respond to question related to number sequences one to ten e.g., tell what number comes before or after a given number, before or between two numbers

2. Addition and Subtraction

a. Circle the correct numeral for pictured addition statement with sum of six

b. Circle the correct numeral for pictured subtraction statement as an inverse of addition facts learned in skill 1

3. Fractions

a. Divide a real object, picture or real objects or set of pictures of real objects in "half" and identify one half of an object or a set of objects. Limit six

b. Use or respond correctly to terms "whole" and "one-half" in reference to real objects or pictures of real objects. Limit six

4. Non-Metric Geometry

   a. Identify the following figures on request: circle, triangle, square, and rectangle

   b. Identify a line as a straight or curved line

   c. Identify the inside or outside of a simple close curve

5. Special Topics

   a. Identify or continue patterns using geometric shapes

D. Level B

1. Numeration

   a. Review skills in Level A

   b. Recognize the cardinal number of a set

   c. Write the digits from 0 to 9

   d. Read numerals from any starting point

   e. Count orally by ones to 100

   f. Write numerals from one to ten from left to right on ordered sets of pictures

   g. Write numerals from one to 100 in sequential order, or on an ordered set of pictures

   h. Identify what numeral comes immediately before or after

   i. Select the greater (greatest), smaller (smallest) for numbers 0 to 100. Place $>$ or $<$ between two numbers to indicate the greater or lesser

   j. Read word orally and match words with numerals or structured groups when given number words for number zero to ten

   k. Place X on the object with the specified ordinal position to the twelfth

2. Addition and Subtraction

   a. Ring or write the number of objects in each of two sets and the number of objects when put together. Sum to five.

b. Circle or write in numerals (missing sum, and/or addends) to make true number sentences for pictured subtraction situations. Contain +, −, and = signs. Sum to twelve.

c. Find the sum differences or missing addends for addition and subtraction fact statements with + and − signs. Problems written in horizontal and vertical forms:

1. Combination to 5
2. Combination to 10
3. Combination to 12

d. Solve or complete one step word problems with pictures which require the use of addition and subtraction facts through sums to 12

e. Say the word: plus(and), minus (less), and is equal to when confronted with symbols + − and =.

3. Fractions

a. Identify one-half or one-fourth of an object or a set of objects

b. Divide an object or set of objects into half or fourths

4. Non-Metric Geometry

a. Review Level A skills

b. Identify the following figures: triangle, rectangle, square, circle Respond to these words when used in directions

c. Identify the area inside a closed curve or region

5. Metric Geometry

a. Review skills in Level A

b. Use an inch as a standard unit of measure

c. Tell how many cups are equal to a pint and how many pints are equal to a quart

6. Time

   a. Write the numerals to twelve on the face of a clock

   b. Tell what hour

   c. Tell the half hour

   d. Tell quarter past

   e. Tell quarter to

7. Money

   a. Select these coins: penny, nickle, dime when presented with the coins or picture

   b. Match coins: pennies, nickles or pictures of them with their numerical value or with value in other coins

   c. Find the value of collections of pennies, nickles, and dimes and respond to the use of ¢ sign

C. Level C

1. Numeration

   a. Review skills in Level B

   b. Read the word for ordinal numbers through the twelfth respond to oral and written questions regarding the positions in order

   c. Skip count by 10's to 100

   d. Skip count by 5's to 100

   e. Skip count by 2's to 100

   f. Identify the digit which is in the units, tens, or hundreds place State the place value of a particular digit

   g. Write the cardinal numeral for structured groups up to 100

2. Addition and Subtraction

   a. Review skills of Level B

   b. Find the sum and differences for addition and subtraction facts, statements, problems written in both horizontal and vertical form. Sums to 18.

c. Fill in the missing digit operation symbol or relation of symbol to make a number sentence true

d. Add a number less than ten to a number greater than ten without renaming

e. Do two and three place addition without any renaming

f. Subtract a number less than 10 from a number greater than 10 without renaming

g. Do two and three place subtraction without any renaming

h. Add a number less than ten to a number greater than ten with renaming of ones as tens

i. Subtract number less than ten from numbers greater than ten with renaming of ten as 10 one's

j. Do two place addition with renaming of ones as tens

k. Identify number patterns in addition and subtraction

l. Do two place subtraction with renaming of 1 ten as 10 ones

3. Fractions

a. Divide a set of identical objects into parts for the fraction 1/2, 1/3, and 1/4. State that these terms mean one of ___equal parts.

b. Divide an object into halves, thirds, or fourths and/or respond to the directions to shade a portion of the region of an object. Describe a fractional part as "one of ____ equal parts."

c. Write 1/2, 1/3, 1/4 as a name for fractional numbers and respond to the term ½ (one-half) 1/3 (one-third) ¼ (one-fourth) when used in directions

d. Identify (orally and in writing) 3/4 (three-fourths) and 2/3 (two-thirds) of an object or set of objects. Respond to these terms when used in directions.

4. Non-Metric Geometry

   a. Review Level B

   b. Identify number of sides and corners (vertical) in a triangle, rectangle, and a square

   c. Use inches as a standard unit of measurement

   d. Utilize the information that there are 12 inches in a foot (foot ruler) to solve measurement

5. Time

   a. Tell time in whole, half and quarter intervals

6. Money

   a. Match penny, nickle, dime, quarter, half-dollar with their numerical value or with value in other coins

   b. Find the values of small collections of coins

   c. Identify proper change after making a purchase

   d. Solve one step verbal problems involving addition and subtraction of money values

D. Suggested Activites

1. Use of counting concrete objects
2. Use of counting while tapping, clapping, knocking, etc.
3. Use of games (dominoes)
4. Use in free play and dramatization
5. Use of songs ("Twelve Days to Christmas," "Ten Little Indians")
6. Use of teacher made materials and lesson sheets
7. Use of clocks
8. Use of Flannel Board and felt numbers and objects
9. Use of magnetic board, magnetic letters and objects
10. Use of Peabody Kit
11. Use of number puzzles
12. Use of dot to dot puzzles

L. Vocabulary

1. More than - less than
2. Greater than - less than
3. Biggest - littlest
4. Largest - smallest
5. Big - little
6. How many left
7. How many less
8. How many more
9. Add
10. Addend
11. Sum
12. Plus
13. Subtract
14. Subtrahend
15. Minuend
16. Differences
17. Minus
18. Fast - slow
19. Many - few
20. Ounces - pounds
21. Yard
22. Foot - feet
23. Hour
24. Minute
25. Quart
26. Half-gallon
27. Gallon

28. Pint

29. Penny

30. Dime

31. Nickle

32. Quarter

33. Dollar

34. Cent - cents

35. Whole

F. Signs and Symbols

1. +

2. -

3. =

4. >

5. <

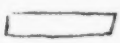
6. ¢

7. $

8. X

9.

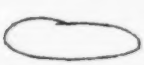
10.

11. 

12.

13.

14.

15. 

IV. Social Competencies

A. School

1. Skills

a. To develop a knowledge of the teacher's name and duties

b. To develop an understanding how to act toward the teacher

c. To recognize and accept the authority of the teacher, principal, custodian and other teachers

d. To develop an ability to know the name, location and use of rooms and places in school (classroom, restroom, auditorium, lunchroom, playground, etc.)

e. To increase knowledge of the school personnel by name and their duties

f. To develop a knowledge of his peers

g. To be familar with rules of classroom and school (including halls, restrooms, lunchroom, playground, school bus, etc.)

h. To develop proper eating habits (at home, in public)

i. Develop polite communications

j. To enjoy sharing, taking turns and cooperating with others

k. To develop an understanding of his responsibilities in a group

2. Suggested Activities

a. Draw a map of the school - classroom

b. Label room walls - North, South, East, West

c. Visit school facilities

d. Classroom Senate and House

e. Dramatize school activities

f. School store activity

1. Collecting items

2. Pricing items

g. School lunch program

1. Buying tickets

2. Counting places needed

3. Distribution of utensils needed

h. Assign cleaning jobs at school

1. Water plants

2. Put away toys

i. Practice clearing away dishes

j. Play "What Might Happen?"

1. If you cross on red

2. If you do not look both ways before crossing

3. If you stand, not sit, on your bus seat

k. Teach song - Stop, Look, Listen

l. Plan a "party" to practice social courtesies

m. Read and discuss stories about being careful on the way to and from school

n. Listen to a recording of H. C. Anderson's THE UGLY DUCKLING. Discuss why it is best to be polite and considerate to everyone.

o. Weekly assignment to jobs

p. Make pictures or booklets of what they like to do at school

B. Home, Family and Neighborhood

1. Skills

a. To develop awareness of his family members and their duties

b. To develop awareness of family's occupations

c. To develop good inter-family relationships

d. To develop a knowledge of the name, use and furnishings of various rooms at home (living room, kitchen,bedroom, etc.)

e. To develop a knowledge of the location of his home and school with respect to neighborhood and community

f. To develop a knowledge of the location of park, playground, and other recreational facilities, shopping centers, grocery stores, drug stores, church and post office

g. To develop respect for the property of others in his neighborhood and community

h. To develop awareness of community helpers and other service personnel

i. To emphasize the importance of proper behavior in public places

j. To develop an understanding of what to do when lost

2. Suggested Activities

a. Build differenct kinds of houses with block cardboard

b. Walk around neighborhood to identify kinds of homes

c. Take a trip to see houses being constructed

d. Fix up doll house

1. Make furniture

2. Make curtains and rugs from scrap materials

3. Make scrapbooks of houses, furniture, and appliances

e. Recognition of home furnishings through the use of model homes, charts, etc.

f. Creative play, using household tools

g. Collect pictures for notebooks on household tools

h. Make a one-dimensional house, pasting in pictures of various tools in appropriate rooms

i. Draw pictures of family members

j. Match and label picture with proper family member

k. Make mural of family life

l. Draw pictures of different types of work

m. Child interviews father regarding his work

n. Play corner of mother's work

o. Making puppets for dramatization of work at home

p. Simple family tree

q. Draw pictures of individual and responsibility in family, school, community and society

r. Draw map of neighborhood; build sand-table map of neighborhood

s. Draw pictures of: Father's work, Mother's work, Brother's and Sister's work

t. Make pictures of family activities

u. Make a bulletin board of the purpose of a family

v. "Guess Who" game of family members, songs about family members, dramatize some family customs

w. Celebrate the major holidays with parties

1. Make presents for the family for Christmas

2. Make Valentines

3. Make picture stories about holidays

4. Visit institutions of the community

x. Make pictures of activities that a good neighor does

y. Visit community facilities

z. Dramatize activities of the community and the use of the facilities

C. Health

1. Skills

a. To develop an understanding and to practice keeping hands, face, body, hair clean and neat

b. To develop an understanding and to practice brushing teeth properly

c. To encourage self-help routine, such as toileting, buttoning, tying shoelaces, and blowing nose

d. To develop an understanding why it is important to change clothes daily

e. To compare clothes suitable for the weather

f. To encourage proper sleep habits

g. To encourage good posture

h. To develop a willingness to communicate with the teacher

2. Suggested Activities

a. Have each child compose a "What I Am" booklet containing height, weight, color of eyes, hair, etc.

b. Pictures of external and internal bodies with student attached labels

c. Rhythm dances emphasizing each external part and using that part

d. Begin to introduce the student to good care and nutrition section by giving them plants to grow and care for them.

e. Eating together

1. Setting a table

2. Table manners

3. Use of play or real food prepared if possible and served by students

f. Collect pictures of favorite foods from newspaper and magazines and add to "What I Am" book

g. Make good grooming chart

h. Practice dressing and undressing

i. Displays of good grooming articles

j. Displays of clothing for different occasions

k. Scrapbook of clothing and grooming articles

l. Make seasonal clothing for paper dolls

m. Dress and undress dolls

n. Cleaning up activities

o. Care of "sick" dolls

p. Visit a doctor or dentist's office to observe equipment, etc.

q. Make silhouettes of pupils; observe posture

r. Make cartoons illustrating good posture and poor posture

D. Safety

1. Skills

a. To recognize important things about himself, such as name, age, address, telephone number

b. To develop safety rules when crossing the street

c. To recognize and obey traffic lights and signs

d. To encourage safety play habits

e. To develop an understanding of what to do in a fire drill

f. To develop an understanding of the dangers of playing around ponds and other bodies of water

g. To develop safety rules when using sharp objects in the classroom

h. To encourage pupil to aid or get help in case of an accident

i. To recognize such signs as: Danger, Caution, Exit, Keep Off, Explosives, Keep to the Right, Walk Facing Traffic, Watch Your Step, No Smoking, Do Not Put Head or Arms Out of Window, Do Not Talk to the Driver, Spitting Prohibited, No Spitting, School, Go Slow, Stop, Look, Listen, Crossroads, Caution-Men Working Ahead, Road Slippery When Wet, Dangerous Curve, Steep Grade, No Left Turn, Car Stop

2. Suggested Activites

a. Actual demonstrations by students on how to handle accidents; emphasize first aid

b. Talks by school or other safety personnel on home accidents and accident care

c. Taking students on guided tours of the school until they are familar with the areas and exits and know the important rooms

d. Allow students to guide themselves around the school

e. Practice disaster and fire drills until the students know what to do and where to go

f. Talk about school administrator on school accidents, what caused them and how they could have been avoided

g. Create life-like situations in classroom so children may directly experience safety measures, i. e., mark out an "intersection" and have child cross street. Teacher or another student can act as policeman. Have other children acting as cars driving down the street

h. Collections of stories or pictures on street accidents

i. Gather first aid kit

j. Dramatize: being cut with a knife, play yard accident; practice calling doctor, fireman, police on toy telephone

k. Make scrapbooks: home accidents, accident prevention, food essentials

E. Cultural Heritage and Current Events

1. Skills

a. To develop an understanding of the importance of holidays (Halloween, Thanksgiving, Christmas, Valentine's Day, Easter, Mother's Day, Father's Day)

b. To develop an awareness of historical persons (Columbus, George Washington, Abraham Lincoln)

c. To encourage respect for our flag and how to honor it

d. To develop an awareness of the local, state, and national officers

e. To develop an awareness that there are current events reported on T. V., radio, and in the newspaper

2. Suggested Activities

a. Dances and costumes

b. Displays of things from other countries (stamps, money, etc.)

c. Visit local celebrations to watch for things discussed

d. Puppetry showing Columbus' three ships sailing the ocean; Indian dance; puppet shows; prepare Thanksgiving food; miniature Indian homes of the area; make Pilgrim hats and collars; make Indian headdresses; pipe cleaner figures

e. Dances of that time

f. Pictures of Washington's home and costumes

g. Songs about Lincoln; make Lincoln silhouettes; dances of that time; dramatize Lincoln stories

h. Parade - Memorial Day; field trip and participation

i. Visiting local historical sites and plaques

j. Acting out voting procedures

k. Trip to the poll

l. Silhouettes of students, principals, teachers, janitor, secretary (include association of names)

m. Songs: America; Star Spangled Banner; America, The Beautiful; God Bless America; and Battle Hymn of the Republic

n. Display of the flag

F. Science

1. Skills

a. To develop an awareness of their senses

b. To compare hot and cold

c. To foster an understanding that the sun is the main source of heat and light

d. To compare the seasons of the year

e. To acquaint them with different animals and plants and their environment

2. Suggested Activities

a. Make a classroom calendar for pictures; place appropriate weather pictures on calendar each day

b. Seasonal decorations of room

c. Paint pictures illustrating types of weather and seasons

d. Sing songs about weather and seasons

e. Make a scrapbook; put in pictures of day and night phenomenon (moon, stars, sun, etc.)

f. Sing songs about animals

g. Rhythmic activity - imitating gait and sounds of animals

h. Clay model of animals

i. Classroom garden, aquarium, terrarium

j. Gather and identify items which are products of plants and animals

k. Play games with plants and animals - LOTTO

G. Transportation

1. Skills

a. To develop knowledge about various ways to travel

b. To increase his ability to follow directions

c. To strengthen their knowledge of North, South, East, West

d. To foster an understanding of how to use maps and land markings

e. To stress appropriate social and personal behavior in travel

f. To develop awareness of existing agencies

2. Suggested Activities

a. Draw pictures of methods of traveling

b. Build model of road system showing lines for roads, stop light, stop signs, school zones, crossing guards and then have children play with cars in driving on the roads and following signs and directions

c. Role playing: a ride on the school bus or following directions of a crossing guard or policeman

d. Rhythmic experiences: play airplane perhaps with "runway" on the floor; Run, Run, Run

e. Make a travel book with pictures of safety signs, maps, drawing of land marks, time schedules, etc.

f. Build model of school or communi-y in sand box or with toy buildings and cars

g. Nursery rhymes or songs about traveling

h. Dramatizations of proper behavior while traveling

i. Sing songs about cars, boats, trains, etc.

V. Art

A. Skills

1. To recognize and learn about the use of:

a. Color

b. Shape

c. Line

d. Design or pattern

2. Children will be able to recognize and portray:

   a. Birds and animals

   b. Trees, plants

   c. Vehicles

   d. Buildings

   e. People

3. Children will be encouraged to find and to enjoy beauty in their surroundings

   a. In the arrangement of objects in the classroom

   b. In the enjoyment of expressing themselves creatively

   c. In the enjoyment of learning to use tools and materials to convey an idea or feeling

4. Children will be provided freedom for creativeness

   a. In the materials selected

   b. In the ways that materials are manipulated to produce the effect desired by the student

B. Suggested Activities

1. Media

   a. Colored crayons: many types of activities

   b. Powder paint: brush, sponge, fingers, other means of applying

   c. Paper: cutting, pasting, folding, tearing

   d. Clay: rolling, pressing, squeezing, sticking on, pulling out

   e. Scrap or discarded materials: cloth, plastic containers, string, paper plates, cardboard, cellophane, beans, corn, egg shells, etc.

2. Helpful Suggestions

   a. Help child learn to care for materials

      1. Each child cleans up after himself

      2. There is a right place for each tool or material, and that is where it should be put

3. Children must learn to use only what they need, not to waste materials
4. Children can bring many waste or scrap materials from home

b. Use big crayons or brushes to encourage free movement

c. Use big sheets of paper, and cover the whole sheet

d. Teach children to observe the formation of things he is trying to portray, such as where and how the arms are fastened to the body, how many candles are on the birthday cake, differences in boys' and girls' hair, etc.

e. Use art experiences coordinated with any field: music, reading, science

3. Art Center Activities

a. Picture making activities

1. Clocks, calendars, groups of numbers, picture dictionary, words, and number concepts
2. Use crayons, paint, salt and flour dough, cut and pasted paper, figures on flannel board

b. Design making activities

1. Borders, booklets, wall hangings, murals

c. Dimensional activities

1. Clay models
2. Paper constructions
3. Christmas decorations, Easter eggs, May baskets
4. Gifts, memo pads, string containers, place mats, favors

4. Art Appreciation Activities

a. Beauty of line, form and color

b. Collection of articles of different texture

c. Arrangement of flowers or objects

5. Enjoyment of Pictures

a. Developing the art activity

b. Building background with a subject through conversation, listening to poems, stories, reading, and looking at films

c. Experience with tools and materials

d. Directing, thinking, and observation

e. Be sure child understands his own purpose

VI. Music

A. General Objectives: Four main areas of growth and development should be considered in which music activities will directly or indirectly aid all children.

1. Mental Health

a. Developing a feeling of participation, belonging, and achievement

1. Singing

2. Playing instruments

3. Music games

b. Providing an acceptable outlet for physical and emotional tensions

1. Running, marching, skipping, and walking to music

2. Playing rhythm instruments

c. Developing poise and self-confidence singing or playing instruments alone or in a group

d. Expressing feelings

1. Listening, singing, moving to music

2. Playing instruments

2. Social Development and Adjustment

a. Group participation

1. Songs

2. Musical games

3. Playing rhythm instruments

b. Following directions

1. For dancing, singing, playing instruments, etc.

c. Extending attention span

1. Playing instruments

2. Clapping

3. Singing

4. Marching

d. Sharing and taking turns

1. Music games

2. Playing instruments

e. Role playing and dramatization

1. Acting out rhythms, animal movements

2. Finger play songs

f. Developing self-discipline and self-control

1. Handling musical instruments, records, and other materials properly

3. Language Development

a. Developing auditory discrimination and memory

1. Listening and remembering like and different phrases, rhyming words, various rhymes, etc.

b. Learning speech sounds and associating them with action, direction and objects

1. Rhyming words

2. Action songs

3. Associating up and down, high and low music concepts

c. Increasing vocabulary and role learning

1. Learning new songs

2. Learning songs by role, learning stories about the songs

4. Physical Development - Motor and Muscular

a. Using large and small muscles

1. Body action songs

2. Dancing

3. Playing instruments

b. Aiding coordination

1. Body action songs

2. Dancing

3. Playing instruments

c. Developing sense of rhythm and tempo

1. Clapping

2. Tapping

3. Playing instruments

4. Marching

5. Dancing

d. Learning to control movement

1. Dancing

2. Playing instruments

3. Running, marching, skipping, walking to rhymes

4. Singing

e. Developing basic physical skills

1. Skipping, running, walking, marching, swaying, arm swinging, clapping, and finger dexterity

B. Playing the Autoharp

The autoharp is an easy instrument to use for accompanying songs. Even children can learn to play the autoharp.

1. There are four directions you need to know to learn to play the autoharp

   a. You may hold the autoharp on your lap or place it on a table, straight side toward you

   b. The fingers of the left hand press the buttons down while the right hand strums the strings either on the right or left side of the buttons. Strumming the strings on the left side of the buttons gives a better tone. You can use either a pick or your fingernails to do the strumming.

   c. Press one button down at a time firmly. If the song is in the key of G, put your left index finger on the button marked "G" Major. The other two chords occuring often in that key will be "D-7" and "C" Major which falls naturally under the second and third fingers. This same arrangement is true for other keys as well.

   d. Strum from the bottom to the top of the instrument and stroke across all the strings. It is best to strum to the main beats of the song rather than to the rhythm of the melody. For example, if a song has two beats in each measure, then strum evenly 1, 2; 1, 2; etc. After you get accustomed to using the autoharp, you can add variety to the rhythm. The children will be able to sing better with a simple accompaniment.

C. Singing Activities

1. Specific Goals for Developing

a. Appreciation

1. To participate in musical activities with enthusiasm, pleasure, and satisfaction
2. To respond with feeling to various moods in music sung, heard, and played

b. Competency

1. To learn music of different types such as a lullaby, march, skipping music, etc.
2. To decide if the melody moves up or down or stays on one tone much of the time
3. To demonstrate an awareness of high and low, fast and slow, long and short, loud and soft, even and uneven (rhythmically)
4. To listen for tone patterns and phrases that are the same or different
5. To sing as well in tune as possible within the limits of the child's range
6. To sing with as accurate rhythm as possible
7. To learn to play some simple rhythm accompaniments with rhythm instruments
8. To play simple tone patterns on bells or piano keys
9. To participate freely in action songs and singing games
10. To respond to the rhythm of music the child hears by large bodily movements
11. To clap simple rhythm patterns to accompany song

c. Music Concepts

1. Melody - high and low
2. Direction of melody - up, down, or stay the same

3. Rhythm - fast or slow, even or uneven

4. Tones - long and soft

5. Sounds - loud and soft

2. Singing High and Low

a. High tone

1. "Mew" like a kitten

2. "Yip" like a puppy

3. "Peep" like a baby chick

4. "Squall" like a pig

b. Low tone

1. "Roar" like a lion

2. "Croak" like a frog

3. :Moo" like a cow

4. "Growl" like a dog

c. Extend the range higher or lower

1. Pretending to be a fire siren

2. Pretending to be a police car siren

d. Matching tones

1. Choo-choo of a train

2. Whistle of a train

3. Beep of a car horn

4. Factory whistle

e. Matching tones on different pitches

1. "Yoo-hoo" pattern on various starting notes

2. "What is your name?" Sing any tone pattern you choose and have the children answer to same patter "My name is Mary."

f. When helping the children to match tones you are singing:

1. Have them imitate the pitch you sing to them. For instance, sing "hello" to each and see of he can sing it on the same pitch as you did (choose any pitch between middle C and second space A of the treble clef staff). Quickly do this two or three times with each child. Those who have difficulty will be able to sing some pitch. Then you should match your pitch to his and work from that point in raising or lowering his voice so he can sing more notes.

3. The Songs

D. Suggested Songs

1. Animal and Nature

a. Five Little Alligators

b. Little Bird on My Window

c. Old Mother Goose

d. Sea Shell

e. Six Little Ducks

2. Birthday

a. Whose Birthday Is Today?

b. Happy Birthday To You

3. Finger Play and Arm Movement Songs

a. Eency Weency Spider

b. Fingers, Nose, and Toes

c. A Little Boy Went Walking

d. Nick-Nack, Paddy Whack

e. Where is Thumkin?

4. Folk Songs of America

a. Go Tell Aunt Rhody

b. Hush Little Baby

c. Jim Along, Josie

d. Lady, Lady

5. Holidays and Special Days of the Year

a. My Valentine

b. Easter Bunny's Coming

c. I Am Bunny Pink Ears

d. Goblins In The Dark

e. I'm A Jack O'Lantern

f. Witches

g. Five Fat Turkeys

h. Prayer of Thanks

i. Christmas

j. The Friendly Beasts

k. We Wish You A Merry Christmas

6. Home Family and Friends

a. The Family

b. My Own True Friend

7. Patriotic Songs

a. George Washington

b. Our Flag

8. Playing Instruments

a. Drums and Sticks

b. Hickory, Dickory Dock

c. My Fiddle

d. When We March

9. School

a. Morning Greeting

b. New Clothes

c. School Song

10. Season and Weather

a. Dawn

b. Rain

c. The Season

d. The Weatherman

11. Transportation

a. Down By The Station

b. When The Train Comes Along

E. Listening Activities

1. Music children make themselves

a. Singing

b. Clapping

c. Instruments

2. Music made by others in popular music

a. Recordings (tape)

b. Records

c. Phonograph

d. Song stories

e. Operettas

f. Instruments

g. School band

h. School orchestra

i. Chorus

j. Radio

k. Television

4. Resource people in the community

a. Invite local musician for short programs

b. Invite soloist in to sing popular or folk songs

c. Teach a song to your class

F. Using Rhythm Instruments

1. Rhythm Made By Children

a. Clapping

b. Beating an instrument

1. Drums

2. Rattles

3. Tambourine

4. Blocks

5. Rhythm sticks

6. Cymbols (tin pot covers)

7. Gongs (pie pans)

8. Chimes (nails, horseshoe hung by string)

9. Xylophones

10. Bells

11. Triangles

2. Select music with varying kinds of rhythm and mood

a. Fast

b. Slow

c. Quiet

d. Loud

3. Informal rhythm instruments

a. Drums (small)

b. Hand cymbols

c. Triangles

d. Wrist bells

c. Rhythm sticks

f. Tone blocks

g. Sand blocks

h. Maracas

i. Finger cymbols

INTERMEDIATE EDUCABLE MENTALLY RETARDED

I. Communication

A. Watching

1. Skills

a. To develop observation skills

b. To develop attentive watching for short periods of time

c. To develop ability to match visual cues to general motor and kinesthetic patterns

d. To develop discrimination of colors, shapes, sizes and objects.

e. To develop concept of left and right

f. To develop ability to interpret what has been observed

g. To improve visual discrimination

2. Suggested Activities

a. Finding similar shapes

b. Observing things, actions and people at dances

c. Observe nature (take walks)

d. Answer questions from films or movies they have seen

e. Use of games and activities for matching colors, shapes, sizes and objects

f. Look at pictures and interpret their meaning

B. Listening

1. Skills

a. To develop ability to listen to and follow directions

b. To develop attentive listening for a lenthened periods of time

c. To develop discrimination between different sounds

d. To develop discrimination among sounds of similar words

e. To develop ability to identify beginning and ending sounds of words

f. To develop ability to recognize consonant blends of words

g. To develop ability to identify rhyming sounds of words

h. To develop ability to recognize main idea or ideas in a story or report

i. To improve auditory discrimination and memory

2. Suggested Activities

a. Listening and participating in classroom discussions

b. Finding pictures of objects that make sounds

c. Activities involving sounds made with their bodies

d. Listening to literature, poetry and drama, announcements, information recorded stories, and stories stressing phonetic sounds - initial, medial, and final, rhyming words new and familiar sounds and TV programs.

e. Read poetry aloud for phonics practice.

C. Speaking

1. Skills

a. To develop ability to communicate in complete ideas

b. To develop ability to tell simple stories in sequence

c. To develop ability to express thoughts orally and to share

d. To develop ability to tell about previous experiences

e. To develop ability to dictate ideas for experience charts

f. To develop ability to give directions

g. To develop ability to ask and answer questions

h. To develop ability to wait his turn to speak

i. To develop ability to talk over telephone

j. To improve ability to use common greetings and responses

2. Suggested Activities

a. Dramatization by children

b. Giving and repeating simple directions

c. Speaking situations adapted to classroom use:

Naming foods, show and tell, playing store and restaurant, pledge of allegiance, expressing appreciation, greetings, oral reports, telling stories, describing objects, choral speaking

D. Writing

1. Skills

a. To develop left to right orientation

b. To develop ability to form vertical, diagonal, horizontal, lines, circles, and shapes

c. To develop ability to form letters, words and phrases in manuscript

d. To emphasize neatness and spacing of letters

e. To write name of self, objects, time and place

f. To express ideas

g. To begin proper names with capital letters

h. To use correct punctuation

i. To improve visual motor coordination

2. Suggested Activities

a. Make silhouettes of classmates with written name underneath

b. Labeling items in the room, bulletin boards and pictures

c. Writing greeting cards and puzzle letters

d. Filling out application for jobs

e. Covers for scrapbooks or workbooks

f. Creative writing

g. Make letters for bulletin board

E. Reading

1. Skills

a. To develop left to right orientation

b. To develop ability to "read" pictures

c. To develop recognition of full name

d. To understand that printed or written words represent spoken words

e. To develop ability to understand sequence of ideas

f. To develop memory span

g. To develop recognition of common signs

h. To develop recognition of names of days of the week and months of the year

i. To develop various means of word attack

j. To improve visual discrimination

k. To improve reading independently for content and direction

l. To emphasize reading with expression

m. To improve use of table of contents, glossary and index

2. Suggested Activities

a. Use of magazines and newspapers

b. Read labels and receipts

c. Form book clubs

d. Read words and associate them with pictures

e. Allow time for sharing anecdotes, stories, poems, and dramatization

f. Choral reading

g. Plays for reading aloud

h. Dramatize radio or television broadcasts

F. **Spelling**

1. Skills

a. To develop ability to enrich speech by identifying new words, substituting new words from familiar ones; and by determining word meaning through context

b. To develop ability to read, write and pronounce words correctly before learning to spell them

c. To understand meaning and use of words before learning to spell them

d. To recognize independent parts of words

e. To learn to spell those words which he uses and learns to write including his name and basic vocabulary

f. To develop an understanding and use of dictionary

g. To develop an understanding to arrange words in alphabetical order

2. Suggested Activities

a. Use of games to improve letter recognition

b. Use of games involving matching sets of pictures and words

c. Use of tracing activities

d. Activities involving alphabetical order

e. Activities using dictionary

f. Learn to spell 5 or more new words per week

RESOURCE MATERIALS - COMMUNICATION

Number	Reading Film from Monroe Center-Title	Level
4-489	Reading for a Beginner - Word Sound	P
4-705	Reading Signs is Fun	P - E
4-564	Reading with Suzy	P
9-949	Custard the Dragon	P
12-8	Doughnuts from Homer Price	E
4-950	Happy Owls	P - E
4-161	Harold and the Purple Crayon	P - E
4-198	Whistle for Willie	P
4-955	Story about Ping	P - E
8-842	Pussy Cat the Ran Away	P - E
4-162	Garden in the Spring	P - E
8-847	Sleeping Beauty	P - E
4-184	Make Way for Ducklings	P - E
4-951	How the Elephant got his Trunk	P
4-952	Madeline	P
4-646	Mittens, The Kitten - Background for reading & expression	P
4-629	Peppy, The Puppy - Background for reading & expression	P
4-605	Spotty the Town in Winter	
4-602	Little Red Riding Hood	P - E
4-493	House that Jack Built	E
4-659	Friskey the Calf	P
7752	Frog Went a Courtin	P - E
4-871	Fantasy of Feet	E
4-844	Elmer the Elephant	P
4-263	Making and Using Puppets	P - E

RESOURCE MATERIALS

Books

Brown, Eleanor	Little Story Book, Oxford.
Burton, Virginia Lee	Choo Choo, Houghton-Mifflin.
Coffin, Rebecca J.	Trains of Long Ago, E.M. Hale Co.
Davis, Lavinia R.	We All Go Away, Scribner.
Gates, Arthur I.	We Grow Up, MacMillian 2nd grade level.
Geis, Darlene	The Little Train the Won a Medal, Wonder Books, Inc.
Gibson, Joseph E. and Meriwether, Lida T.	Safety for the Little Citizen, Book II, Turner E. Smith, 3rd grade level.
Gray,Wm. Scott	More Friends and Neighbors, Scott, Foresman, and Co., 2nd and 3rd grade level.
Gray, Wm. Scott	More Streets and Roads, 3rd grade level.
Hahn, Julia L.	Finding Friends, Houghton Mifflin, 2nd grade level.
Hanna, Paul	Susan's Neighbors at Work, Scott, Foresman, and Co.
Harvis, Julia M.	Making Visits, Houghton Mifflin, 2nd grade Level.
Hilbreth, Gertrude H.	Along the Way, Winston, 2nd grade level.
Horn, Ernest and Wickey, Rose	Making New Friends, Ginn and Company, 2nd grade level.
Hurd, Edith T.	Engine, Engine No. 9, Lothrop, Lee and Shepard.
Lamoreaux, Lillian A. and Lee, Dorris M.	Good Times in the City, Lyons & Carnahan, 1st grade level.
Skinner, Eleanor L.	Fun in Our Busy World, American Book, 3rd grade level.
Strom, Grace E.	Friends About Us, Lyons & Carnahan, 2nd grade level.
Zaffo, George	The Big Book of Real Trains, Grossett and Dunlap.

II.

A. Level D

1. Number Concepts

a. Pre-arithmetic skills (review-reteach)

b. Increase understanding of:

(1) place value

(2) use of zero as place holder

(3) reading numerals with 9 digits

(4) writing numerals with 9 digits

c. Roman numerals

(1) reading Roman numerals

(2) writing Roman numerals

2. Numeration

a. Count to 1000 by reading or writing short sequences of numbers from any starting point.

b. Write numerals to 1000 in compact form, expanded form or in words and vice versa. Identify place value up to 5 digits and make place value chart.

c. Write $<$ or $>$ to show relationship between two numbers to 1000.

d. Write Roman numerals for 1-20, 50, 100, 500 and vice versa.

3. Addition and Subtraction

a. Use addition and subtraction rules to find the unknown member of an order pair when given one of the members.

b. Solve work problems requiring addition or subtraction.

4. Multiplication and Division

a. Use successive addition to solve multiplication problems for one-place number times a one, two or more place number.

b. Know the multiplication and division combinations 6 through 9.

c. Perform multiplication with a one digit factor times a two or more digit factor.

d. Use multiplication of ten to extend known multiplication and division facts.

e. Multiply a two digit number by a two digit number.

f. Show that multiplication and division are inverse operations by using opposites to check.

g. Use the terms dividend, division, quotient and remainder to label parts of a division problem.

h. Do division with remainder for one digit divisor and one or two digit dividend.

i. Solve word problem requiring multiplication and division.

5. Fractions

a. Review previous skills.

b. Use the words numerator, denominator to identify parts of a fraction.

c. Picture fractions by constructing a modle using a unit modle or a set _____ of _____ parts.

d. Change a given fraction to an equivalent fraction.

e. Place $<$, $>$ or = between two pictures to show relationship.

f. Add and subtract fractions with like denominators with or without pictures.

6. Geometry

a. Review previous skills.

b. Illustrate by identifying perpendicular lines, intersecting lines and parallel lines.

c. Use a compass to draw a circle.

d. Read weights of designated objects in pounds and ounces on a scale.

7. Time

a. Solve simple problem to answer "What will the time be ____?" and which requires reading bus, train or plane schedules.

b. Identify units of the calendar: days, weeks and months, and state number of days in a week, and the number of days in each month. Complete calendars to identify today's date, what day a particular date will be, etc. Solve word problem using a calendar, write any given date as month, day and year or with numerals.

8. Money

a. Review previous skills.

b. Identify the change in coins which would be received in making single purchases costing $10.00.

c. Add (two or more addends) and subtract money values. Use cent notation (¢) and decimal notation (.) and dollar notation ($)problem written in horizontal or vertical form.

d. Identify the change in coins which would be received from $10.00 purchase which amounts to less than $10.00. Count out change starting with the total purchases.

e. Solve one and two steps verbal (word) problems and non-verbal problems involving skills learned to this point.

B. Suggested Activities

1. Use of number of objects (page in booklet, price in play store, etc.)

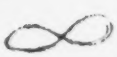
2. Use of flash cards.

3. Use concrete problem solving situations (playing store, etc.)
4. Use of counting frame
5. Counting the number of children in a team.
6. Cost of items for a party.
7. Telling the time, day of the week and date of the month for the party.
8. Adding or multiplying to find out the cost of lunch for a week.
9. Use division to check multiplication.
10. Use of address and birth date.
11. Use of number puzzles.

C. Vocabulary

1. Review primary vocabulary
2. Addend
3. Sum
4. Plus
5. Minus
6. Equal
7. Difference
8. Remainder
9. Multiplication
10. Multiplier
11. Multiplication
12. Factor
13. Division
14. Divisor
15. Dividend
16. Product
17. Quotient
18. Fraction
19. Numerator
20. Denominator
21. Second (sec.)
22. Minute (min)
23. Yard (yards)
24. Inch (inches)
25. Pound(lbs.)
26. Foot (ft.)
27. Ounces (Oz.)
28. Pint (pt.)
29. Quart (qt.)
30. Gallon (gal.)
31. Equivalent

D. Signs

1. +
2. -
3. ÷
4. >
5. <
6.
7. x
8. ≠
9. 0
10.
11.
12.
13. —
14.
15.
16.
17. 

E. Mathematics Resource Materials

1. Wisconsin Department of Public Instruction; Wisconsin Curriculum for EMR, 1964.
2. Garton, Melinda D; Teaching the Educable Mentally Retarded, Natchez Plantation House, 1968.
3. Charles Merrill; Non-Graded Mathematics, Charles Merrill, 1970. (multiplication, division, fractions)
4. Brevard County, Mathematic Continuum, Brevard County.
5. Continental Press; Continental Press Practice Exercises, Continental Press, 1969.

6. Modern Arithmetic Through Discovery; Houghton Mifflin, 1968 (books 2, 3, 4)

7. Kephart, Newell A.; The Slow Learner in the Classroom, Charles Merrill Book Co., 1964.

8. Allen and Bacon Series of Mathematics; books 2, 3, 4 (county adopted)

FILMS FROM MONROE CENTER

4693	Measurement in the Food Store
8500	Measuring and Testing Things
4156	Meaning of Plus and Minus
8756	Time for Clocks
4186	What are Fractions
4811	Arithmetic in the Food Store
4-426	Arithmetic - Understanding the Problem
4-808	Number
FSK 335	Our Money System (filmstrip)
4-349	Calendar, the Days, Weeks, Months
4-695	Making Change for a Dollar
8565	Money in the Bank and Out
4-333	How to Measure Time
4-616	How to Judge Facts
4-686	Division for Beginners
4-441	Division is Easy

III. Social Competencies

A. School, Home, Family and Community

1. Skills

a. To increase knowledge of his name and parents

b. To increase knowledge of the school personnel by name and their duties

c. To develop the importance of the family and the responsibility of the individual to the family

d. To develop awareness of the location of his local community on state map

e. To develop an understanding of local industries, occupations, business establishments, and the kinds of jobs people perform

f. To develop knowledge of local communication and transportation facilities, including the airport

g. To develop an awareness of places in the community (parks, other recreational facilities, shopping center, grocery stores, drug store, church and post office)

h. To develop respect for others property

i. To develop willingness to help keep the community clean

j. To develop an understanding of community helpers and other service personnel duties

2. Suggested Activities

a. Help the students to list the responsibilities they must assume to insure their own rights as well as the rights of their fellow classmates

b. Prepare a bulletin board to illustrate how rights and responsibilities are interrelated

c. Read and dicuss the Brownie and Cub Scout promise

d. Introduce a new classroom game to illustrate the responsibility of each person to follow the directions, so that the game will be successful and fun for all

e. Use a game as "Squirrels in the Trees" to illustrate the responsibility of each participant to share in the active and passive roles of the games

f. Have the children write original poems or rhymes to illustrate how they exercise their responsibility

g. Help the children compile a "helpers chart" for the purpose of learning to be responsible for the care and organization of their room

h. Invite a local doctor into the classroom to speak on why the members of a community have the responsibility to obtain periodical medical and dental check-ups

i. Have the children make illustrated booklets showing the responsible things one does to help make his community a safe, healthful, and pleasant place to live

j. Discuss with the children the responsible use of public facilities

B. Health

1. Skills

a. To grasp the significance of good personal hygiene

b. To compare clothes suitable to temperature and weather conditions

c. To understand the importance of sufficient rest

d. To encourage proper eating habits and to know which foods are necessary every day for good health

e. To know the importance of cleanliness in preparing, serving, storing food, washing dishes and cooking utensils

f. To acquaint them with the effect bacteria has on food

g. To increase knowledge of good table manners

h. To enjoy indoor and outdoor activities

i. To develop an awareness of the bad effects of tabacco and alcohol

j. To understand the duties of a doctor, dentist, and nurse

k. To develop wholesome mental attitudes

l. To encourage good posture habits

m. To encourage pupil-teacher communication

n. To introduce basic first aid skills

2. Suggested Activities

a. Make silhouettes of body shapes

b. Make a picture book of personal cleanliness habits

c. Demonstrate: kinds and care of toothbrushes, care of hands and nails, care of combs and care of hair

d. Make charts of suitable clothes for warm, cold and rainy days, school and parties

e. Visit: a laundry, Board of Health, public hazards, fire department, and a dairy

f. Make a booklet, "Stopping the Germ Parade"

g. Make posters for "Clean Up Week"

h. Clean the classroom

i. Collect pictures for a recipe book

j. Plan a breakfast for the class

k. Set a table properly

l. Have a food tasting party

m. Discuss what to do when an accident occurs

n. Find pictures of poisonous snakes and study the environment in which we live

o. Grow bacteria

p. Word Bingo for purpose of learning new words necessary for the units

q. "King and Queen" contest (personality)

C. Safety

1. Skills

a. To develop safety rules in the school, the home, and the community

b. To develop basic rules for fire prevention

c. To understand the importance of using electrical appliances safely

d. To know and understand pedestrian traffic rules, sign and signals

e. To recognize and know the meaning of signs of danger

f. To be familiar with the hazards of playing around railroad tracks, highways, bodies of water, and other places of potential danger

g. To recognize community helpers in safety

h. To understand that strangers can sometimes be harmful

i. To foster good bicycle safety habits

2. Suggested Activities

a. Make a floor plan of home and school showing exits in case of emergency

b. Checking out home to make sure it is safe including some fire extinguishers

c. Practice disaster and fire drills until the students know what to do and where to go

d. Create life-like situations in the classroom so children may directly experience safety measures; i.e., make out an intersection and have child cross street. Teacher or another student can act as policeman or patrol boy.

e. Collections of stories or pictures on street accidents

f. Visits by policeman, fireman, and driver education instructor

g. Class check bicycles in the school and decide which ones are in good condition and which ones are not.

D. Cultural Heritage and Current Events

1. Skills

a. To develop an appreciation for customs and traditions of ancestors

b. To develop the significance of national holidays

c. To understand the meaning of some patriotic songs

d. To develop an appreciation and respect for country's symbols

e. To develop a knowledge of his obligation as a citizen

f. To understand terms used in "current events" news

2. Suggested Activities

a. Use of puppets for dramatization

b. Drawing pictures and sketching scenery for notebooks

c. Make maps

d. Listen to records

e. Compile recipe cookbook

f. Take trips to: museums, historical sites, business places, airport and railroad station

g. Make clay models of country's symbols

h. Collect newspaper articles

i. Practice voting

j. Help the children list the many ways in which a law officer helps to make our community a safe and better place to live

E. Transportation

1. Skills

a. To develop knowledge about various ways to travel

b. To increase their ability to follow directions

c. To strengthen their knowledge of East, West, North and South

d. To foster an understanding of how to read maps and landmarkings

e. To stress appropriate social and personal behavior in travel

2. Suggested Activities

a. Trip to various transportation centers

b. Make freight cars from cardboard forming a train

c. Make a "safety first" alphabet

d. Make a scrapbook on transportation

e. In arithmetic, figure out cost of tickets, length of a mile; then approximately number of miles a railroad travels from one point to another.

f. Write travel agencies for illustrated folders

g. Find advertisements of the travel companies

h. Dramatize proper behavior while traveling

i. Make traffic signs to hang on wall and occasionally test ability to identify sign by shape

j. Build model of road system showing lines for roads, stop lights, stop signs, school zones, crossing guards and then have children play with cars in driving on the roads and the following signs and directions.

F. Science

1. Skills

a. To develop an awareness of their senses

b. To develop an understanding of energy

c. To investigate the growth and development of various kinds of plants and discover that plants can be classified according to common attributes

d. To compare the interrelationships between various kinds of animals and their special environment with special emphasis on their food supply

e. To compare the plants and animals of the old age with the plants and animals of today

f. To increase understanding of the calendar

g. To develop an understanding of why we have 4 seasons

h. To develop an understanding of magnets

i. To acquaint them with the three forms of things (solid, liquid, or gas)

2. Suggested Activities

a. Observe the senses and what we use them for

b. Observe nature - field trips

c. Plant seeds

d. Rear pets in the classroom

e. Collect pictures of the seasons and make a scrapbook

f. Read the thermometer

g. Make food charts

h. Make wind mills

i. Collect pictures and objects of electric appliances

j. Use electromagnet to ring a bell

k. Make clay model of solar system

l. Make charts of items that can change into three different forms

m. Make rock collection

n. Examine and study skeletons of different animals

HOME, FAMILY & COMMUNITY
FILMSTRIPS

"Our Community Helpers - The Policemen" (long, Film Slides Services)

"Why We Have Rules and Laws" (Morehouse)

"Our Police Department"

"The Policeman"

4-921	Families and Recreation is for Everyone
4-922	Families and Rules. Watch How Well Everything Works
4-209	Am I Dependable
12-383	For All the People
12-369	Birth of a Nation - Fighting for Freedom
4-895	Communities Depend on Each Other

RESOURCE MATERIALS

Books

Beim, Jerrold. Kid Brother. Morrow, 1952. $2.75. K-4.

Beim, Jerrold. The Smallest Boy in the Class. Morrow, 1949. $2.78. 1-3.

Beim, Lorraine. Two is a Team. Harcourt, Brace & World, 1949. $1.48. 1-3.

Guilfoile, Elizabeth. Have You Seen My Brother? Follett, 1962. $1.29. 1-2.

Joslin, Sesyle. What Do You Do, Dear? Young Scott Boos, 1961. $2.06. 1-3.

Justus, May. New Boy in School. Hastings House, 1963. $2.95. 2-4.

Newman, Shirlee. About the People Who Run Your City. Melmont, 1963. $2.50. K-3.

Turner, Mina. Town Meeting Means Me. Houghton-Mifflin, 1951. $2.73. K-2.

Zolotow, Charlotte. The Quarreling Book. Harper & Row, 1963. $2.19. K-3.

Films

8-813 Newspaper Serves Us

4-954 Stores in our Community

4-926 Schools and Jobs - Lots of People Work Here

4-778 School and Learning - Learning is My Job

4-927 School and Neighborhoods

4-448 School Library, The

4-930 School and Sharing: Let's Share A Seesaw

4-946 Families and Jobs: Rose Earns Her Dime

4-779 Families and Learning: Everyone's A Teacher

HEALTH

Films

Encyclopedia Britannica Films

- Teeth
- Care of the Feet
- Fundamentals of Diet
- First Aid
- Eyes and Their Care
- Care of the Skin
- Doctor
- Defending the City's Health
- Mosquito
- Problems of Housing
- Posture and Exercise
- Bread
- Milk
- Eggs

466 Veterinarian Serves the Community

4430 How Insects Help Us

450 Care of Hair & Nails

442 Care of the Skin

4397 How Sunshine Helps Us

RESOURCE MATERIALS

Books

Andress, Goldberger, Dolch and Hallock. Growing Big and Strong. Ginn & Co.

3rd grade level

Andress, Goldberger, Dolch and Hallock. The Health Parade. Ginn & Co.
2nd grade level

Andress, Goldberger, Dolch, and Hallock. Spic and Span. Ginn & Co.
1st grade level

Baruch, Montgomery and Bauer. The Girl Next Door. Scott, Foresman, & Co.
4th grade level

Badt, Ernestine Louise. Everyday Good Manners for Boys and Girls. Whitman & Co. Intermediate level

Burkard, Chambers, and Maroney. Good Health is Fun. Lyons & Carnahan.
4th grade level

Charters, Smiley and Strang. Health Secrets. Macmillan Co. 3rd grade level

Charters, Smiley, and Strang. Health Through The Year. Macmillan Co.
2nd grade level

Charters, Smiley, and Strang. Healthful Ways. Macmillan Co. 4th grade level

Clark. Your Manners Are Showing. Grosset and Dunlap. Intermediate level
-Something for the Boys
-Something for the Girls

Irvin, Tuttle and De Kelven. Keeping Fit For Fun. Lyons & Carnahan.
3rd grade level

Montgomery, Baruch and Gray. Three Friends. Scott, Foresman & Co.
2nd grade level

Turner, Melchior and Curl. Gaining Health. D. C. Health & Co. 3rd grade level

Wilson, Baker, Abbott and Almack. Everyday Health. The Bobbs-Merrill Co.
3rd grade level

Wilson, Pryor and Almack. Health at Home and School. The Bobbs-Merrill Co.
4th grade level

Wilson, Pryor and Almack. Health At Work and Play. The Bobbs-Merrill Co.
5th grade level

Wilson, Baker and Almack. Healthful and Happy. The Bobbs-Merrill Co.
2nd grade level

Wilson, Baker, Abbott and Almack. Our Good Health. The Bobbs-Merrill Co.
2nd grade level

IV. Art Program for Intermediate

A. Skills

1. To provide opportunities for self-expression
2. To help the child to improve the manner in which he expresses himself
3. To develop in them design consciousness, which enables them to improve their personal appearance, their homes and their surroundings
4. To develop accurately and correct methods of working with various materials, tools and media composition; design figures, landscaping, and mixing colors
5. To develop ability to manipulate and explore a variety of art media
6. To develop good work habits
7. To develop fine muscular coordination
8. To develop feelings of success and confidence
9. To develop the ability to make objects and pictures to be used for other classroom projects and dramatization
10. To develop creative art through holidays
11. To enjoy the beauty around us

B. Related Activities

1. Use of sand and water to express ideas
2. Use of block and block equipment
3. Use of clay
4. Use of paint: finger paint, tempera and spray paint, paper-cardboard, cloth, yarn
5. Use of crayon, paper-cardboard, cloth, and yarn
6. Draw pictures and use rice to color
7. Make jewelry boxes and cover with macaroni and spray with paint
8. Make paper tear pictures from drawn pictures and torn small pieces of construction paper and paste on one piece at a time (PS animals turn out beautifully)
9. Use of potatoes to paint (Cut pattern in white potatoe dip in paint and paint design on cloth)
10. Corelation of art with holidays
11. Corelation of art with occupations
12. Corelation of art with recreation
13. Use of egg cartons to make flowers, wastebaskets, lamp globes, etc. (Wastebaskets turn out beautifully)

C. Materials

1. Paints
   a. Tempera
   b. Finger paint
   c. Spray paint
   d. Shellac
   e. Enamel
2. Other Materials
   a. Rice

b. Construction paper

c. Magazines and newspapers

d. Ice Cream containers

e. Cigar boxes

f. Yarn

g. Cloth

h. Macaroni

i. Spaghetti

j. Clay

k. Tracing paper

l. Drawing paper

m. Linoleum blocks

n. Linoleum cutting tools

o. Crayons

p. Molding tools

q. Glue

r. Paste

s. Ink

t. Cardboard boxes

u. Colored chalk

v. Le,rine straw

w. Needles

x. Thread

y. Saw-dust

z. Scrap lumber or boards

aa. Tile

bb. Tagboard

cc. Crepe paper

dd. Plywood

ee. Tissue paper

ff. Kit for keyring, bill folds, comb cases, belts, etc.

gg. Popcorn

hh. Burlap

ii. Cotton

3. Resource Materials

a. Johnson, Orville A. Education for the Slow Learner; Prentice-Hall, Inc., 1963

b. Winslow, Leon L. The Integrated School Art Program; McGraw-Hill, 1949

c. Garton, Milina. Teaching the Educable Mentally; Plantation House, 1968

d. Scrap Craft Magazine; Pack-O-Fun (Issued monthly)

e. McNeice and Benson. Crafts for Retarded; McKnight and McKnight Pub., 1964

f. Wisconsin Department of Public Instruction, EMR Curriculum of Wisconsin

g. Peck, Ruth and Aniello Robert. What Can I Do For An Art Lesson? Parker Publishing, 1966

V. Singing Activities

A. Approaching Music at the Intermediate Level

Many of your children will have had little experience with music and will, therefore, enjoy and learn from the suggested program at the primary level. The basic presentation at the intermediate

level is similar to the primary level. The choice of songs, records, the use of instruments, etc., will be at a level in keeping with their chronological age. For instance, teaching the song and dance, SKIP TO MY LOU, has more appeal to the intermediate children in your classes than the song HICKORY, DICKORY, DOCK. Folk and patriotic songs appeal to this age group. Many of the suggested songs, records, stories, etc., will be useful in each group.

B. Special Goals for Developing

1. Appreciation

a. To participate in a variety of musical experiences with enthusiasm, pleasure, satisfaction

b. To respond with feeling to various moods in music sung, heard, and played

c. To become aware of phases sung and heard

d. To become aware of contrasting music; a dance and a lullaby; a sad song and a happy song; a cowboy song and an Indian song; etc.

2. Competency

a. To recognize the difference between up and down or repeated tones in the melody

b. To recognize skips and steps in the movements of the melody

c. To recognize whether the rhythm moves with a feeling of two's or three's

d. To identify by sound and sight some of the common musical instruments (violin, clarinet, trumpet, piano, cello, oboe French horn)

e. To sing more accurately within the student's range

f. To vary the tone quality of the singing to suit the mood of the song

g. To sing simple two-part rounds such as ARE YOU SLEEPING? and ROW, ROW, ROW YOUR BOAT.

h. To play simple tone patterns on the piano or bells to accompany singing

i. To play simple rhythmic patterns on rhythm instruments to accompany singing

j. To play simple autoharp accompaniements

k. To move with rhythm in action songs and singing games

l. To clap with the right accent

m. To show melodic direction with up and down hand levels

n. To recognize directions of skips and steps in melodies

3. Music Concepts

a. Of direction of melody; up-down, or stay the same

b. Of movement of melody; skip, step, or repeated tones

c. Of rhythm; fast-slow, even-uneven

d. Of phrases - music has sentences just as when we speak

e. Of chord changes

f. Of the way we feel

g. Of expressing our moods or feelings

h. Of movement in melody, rhythm, and harmony

4. The Songs

See suggested list for intermediate level

C. Suggested Songs

1. Folk Songs of America

a. Bingo

b. Conoe Song

c. Deaf Woman's Courtship

d. Four in a Boat

e. Home On The Range

f. Michael, Row The Boat Ashore

g. New River Train

h. A Paper of Pins

i. Paw-Paw Patch

j. Sandy Land

k. Skip To My Lou

2. Folk Songs of Other Countries

a. Are You Sleeping? (France)

b. Come Rowing With Me (Italy)

c. Go To Sleep My Darling (Spain)

d. In Bahia Town (Brazil)

e. My Farm (Argentina)

f. Morning (Germany)

3. Holidays and Special Days of the Year

a. Fun On Halloween

b. Over The River

c. Christmas Dance

d. Coventry Carol

e. O Christmas Tree

f. Hanukkah Latkes

4. Patriot Songs

a. Air Force Hymn

b. America, The Beautiful

c. The Star Spangled Banner

d. Yankee Doodle

5. Seasons

a. The Leaves' Party

b. The Month of April

c. The Seasons

D. Resource Materials

1. Recordings

a. Basic Concepts Through Dance (EALP 601)
Educational Activities, Inc.
Freeport, New York
Awareness of body image

b. Listening and Moving (LP 605)
Educational Activities, Inc.
Freeport, New York
The development of body awareness and position in space

c. Listening and Moving (LP 606-7)
Educational Activities, Inc.
Freeport, New York
Developing the perceptual-motor abilities of primary level children

d. Orchestrated Music for Special Children
Compiled and Directed by Elizabeth Polk
Hoctor Dance Records, Inc.
Waldwick, New Jersey

Such songs as YELLOW ROSE OF TEXAS, BINGO, MEXICAN WALTZ, BORN FREE, with teacher instructions for movement, imitative play, helpful assessories, teacher directed activities, achievements.

e. Small Singer Albums 1-2
Bowman Publishing Corporation
622 Rhodier Drive
Glendale, California 91201

A collection of original songs and old favorites for use in primary classes. A companion song book. The Small Singer includes all the songs on the records. Book is illustrated in color.

f. The following records (with some accompanying books) are available from:

Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California

(1) African Drums (170- CB)
   (a) Drumming of Watusi, Ruanda, Yoruba, Nigerian, South Africa, etc. Booklet included. Suitable for intermediate and advanced groups.

(2) Burl Ives Folk Lullabies (C 879)
   (a) Twelve folk lullabies plus book with words and pictures of the songs. Good for relaxation and quiet listening.

(3) Call and Response (CB 76 C)
   (a) Chants and rhythms by Ella Jenkins for rhythmic singing and clapping (group responds to rhythm by leader - can be used for imitation or variation)

(4) Concept Record #1 (EC3)
   (a) To develop in children a basic concept of body image, a sense of special identity, and a meaningful relationship to his environment. Songs include "WHAT'S INSIDE OF ME?" "MY BODY" "YESTERDAY AND TODAY" Teacher's manual included.

(5) Concept Record #3 (CE 14)
   (a) These basic songs require the child's active participation, are more complex than the songs in EC3, should be used with older children. Songs included are SHIVER AND SHAKE; RIGHT LEFT; THEY ALL MAKE ME; UP UP UP AND DOWN. Teacher's manual included.

(6) Creative Music for Exceptional Children (C 218 T)
   (a) The exceptional child is helped to hear, feel, and express emotions and moods through musical contrasts; fast and slow, loud and soft, happy and sad, funny and serious, Staccato and legato booklet included.

(7) Dance A Story Album (KD311)
   (a) Either individual records and storybooks (Little Duck KD101, Magic Mountain--KD103, Brave Hunter--Kd305, Flappy and Flappy--Kd306, or complete set of four albums. These are delightful story book record combinations for creative rhythms, pantomime, dramatization and storytelling. One side of record with music and narration; reverse side has music only for free expression.

(8) Four Centuries of Harp Music (c878)
   (a) For relaxation and quiet listening. Selections from the 16th through the 19th centuries. Suitable for intermediate and advanced groups.

(9) Greek Mountain Dances (C33)
(a) These authentic Greek dances stimulate varying moods and movements as the music plays THE WATCH's SPELL MAYPOLE AT CARNIVAL TIME HARVEST DANCE, etc. Suitable for intermediate and advanced groups.

(10) Holiday Songs (CSD3)
(a) Songs and programs for Washington's Birthday, Flag Day, Easter, Thanksgiving, etc.

(11) Israeli Folk Dances (DF331)
(a) Children can accompany the songs with tambourines, clapping, and circles to the dances. Suitable for intermediate and advanced groups.

(12) Learning As We Play (C218C)
(a) Musical activities, rhythms, ring games, and singing games, especially designed for retarded children. Most selections are instrumental, using rhythm instruments. Some are sung by children. THIS OLD MAN, RIG-A-JIG-JIG HELP TO ROW THE BOAT ASHORE and others. Booklet with suggestions, lyrics included.

(13) Music for Exceptional Children #1 (C224A)
(a) Contains: hands and feet, autoharp, ukelele, harmonica, song flute, drums, tambourines, sand blocks, and rhythm sticks. (Songs and music)

(14) Music for Exceptional Children #2 (C224B)
(a) Contains: Tone block, wood block, claves, maracas, hand castas, finger cymbols, triangles, sleigh bells, resonator bells, and piano or organ. (Songs and music)

(15) Music for Exceptional Children (B224 book)
(a) Available book for helping handicapped educable or trainable mentally retarded child enjoy music. Information and large photographs of rhythm instruments, autoharp, and resonator bells. Songs from the following two records.

(16) Rythm Instruments (C196)
(a) Folk music from many lands arranged for rhythm instrument accompaniment. Slow to fast, loud to soft, etc. Many practical suggestions describing instruments and how to enjoy using them. Suitable for intermediate and advanced groups.

(17) Songs for Children with Special Needs #1 (C218D)
(a) Songs are young in content. THE BUS HAPPY BIRTHDAY I WILL CLAP MY HANDS,JINGLE BELLS and others. Words of songs on jacket.

(18) Songs for Children With Special Needs #2 (C218M)
(a) Greeting, singing games, jingles, singing sounds, and others. Words of songs on jacket.

(19) Songs for Children With Special Needs (B98C book)
(a) Songs from above three albums with chords and accompaniment.

(20) Songs for Children With Special Needs #3 (218N)
(a) Content is for older children. Folk Song favorites, games and dances and others. Words on jacket.

g. American Favorite Ballads (C1490)
Children's Music Center and Midwest Radio Company
3414 West North Avenue
Milwaukee, Wisconsin 53208

The six records (Space Songs, Energy and Motion Songs, Experiment Songs, Nature Songs, More Nature Songs, and Weather Songs) contain 85 songs that explore every major area of science taught in the elementary schools. The individual records most suitable for your primary, intermediate, and advanced groups would be Space Songs, Experiment Songs, Nature Songs, and Weather Songs.

2. Books

The following books pertaining to music for exceptional children are available from:

Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California 90019

a. Arts and Crafts in the Primary School Today
Joan Dean, A & C Black, Ltd., London, 1968
Chapter 10 On "Puppetry"

b. Craft Projects for Slow Learners
Aldred Schmidt, John Day, New York, 1968
Pages 40 and 41 on making hand puppets are useful

c. Creative Dramatics for Handicapped Children (B630)
Plays and musical reviews developed with handicapped children; suggestions to teachers on how to adapt a play, choose a cast, organize the performance, etc.

d. Music for the Handicapped Child (B405)
An assessment of the value of music as a creative experience to the handicapped child. Written by Juliette Alvin.

e. Music in Therapy (B801)
Edited by E. Thayer Gaston
A comprehensive survey of theory, research, techniques, and clinical practice in music therapy.

f. Music Therapy for Handicapped Children (B407)
Discusses the means of motivating the child from passivity to individualist.

g. Play Activities for the Retarded Child (D98Z)
This book by Bernice Carlson and David Ginglend shows how to help the retarded child grow and learn through music games, handicrafts, and other play activities.

h. Rhythms and Dances for Elementary Schools
Revised: Dorothy La Salle
A. S. Barnes and Company, 1951
Dancing and singing games, fundamentals of dance movements, simple folk dances, intermediate folk dances and folk dances of various countries.

i. Sing and Learn
John W. Antey, John Day Company, New York, 1965
Simple songs related to everyday lifes.

3. Audio-Visual Aids

a. Developing Appropriate Seatwork for the Mentally Retarded
Special Education Curriculum
Development Center, April, 1969

b. The Instruments
Bowmar Publishing Company
622 Radier Drive
Glendale, California 91201
Colored pictures of all the instruments of the band and orchestra

c. The Little Drummer Boy
Ezra Jack Keats, Macmillan Company, New York, 1968
This book is written with a story and colored illustrations

d. The Use of Overhead Projection in Classroom for the Mentally Retarded
Special Education Curriculum Center, March, 1969

(1) Transparencies

4. Bibliography

a. Discovering Music Together, Teacher's Edition, Book 2
Leonhard, Charles and others
Ginn and Company, 1965

b. The Effect of Music on the Mentally Retarded
Roth, Gertrude Helene
Masters of Arts Thesis
University of Iowa, 1942

c. Music Activities for Retarded Children
Ginglend, David R., and Stiles
Winifred E. Abingdom Press, New York 1965

d. Music Curriculum for the Mentally Handicapped
Sisters of St. Francis of Assisi
The Cardinal Stritch College
Milwaukee, Wisconsin, 1959

e. Music for the Handicapped Child
Alvin, Juliette
Oxford University Press, London, 1965

f. Play Activities for the Retarded Child
Carlson, Bernice Wells and Ginglend, David R.
Abingdom Press, New York, 1961

SAFETY

Films - Safety General

8504	Chrome Yellow	P
4818	Finding Your Way to School Safely	P
4856	I'm No Fool Having Fun	E-S
	Signs	PE
4819	Telephone For Help	P
8-278	Safety - Bicycles	
	Bicycle Safety	E-S
470	I'm No Fool With A Bicycle	E-S
	Safety - Fire	
47	Donald Fire Survival Plan	E-S
4929	School and Safety - David Won't Be Here Today	
4-61	Fireman, The	

4923	Families and Shelter. A House For Benedez	
4-287	Safety Adventures Out Of Doors	E
4-669	Safety In The Home	E
4-225	Safety On The Bus	E
4-67	Safety On The Street	
4-304	Safety With Electricity	

RESOURCE MATERIALS

Books

Hippler, C. W. and Helen B. Durfee. Safe Living. Sanborn Co.

Beim, Jerrold and Lorraine. Andy and the School Bus.

Bradbury, Kay. Switch On Night. Pantheon.

Buckley, Horace Mann. Road To Safety. American Book Co.

Leaf, Muno. Safety Can Be Fun. Lippincott.

Olds, Helen D. Jim Can Swim. Knoft, 1963.

Schave, C. R. Stop-Look-Listen. Hampton Publishing Co.

Schiffer, Donald. First Book of Swimming. Watts.

Shapp, Charles and Martha. Let's Find Out Signs Say. Watts, 1959.

Stack, Herbert James and Huston. Geraldine, It's Fun To Be Safe. Beckley-Cardy.

Stack, Herbert J. and Esther Z. Schwartz. Safety Every Day. Noble.

CULTURAL HERITAGE

Books

Daw, Making Friends. (Mr. Black Visits School - a unit of Fire Safety Week). Beckley-Cardy Co., 2nd grade level.

Dearbon, Frances Ross. The Road to Citizenship. Ginn & Co., 3rd grade level.

Elson, W. & W. S. Gray. Elson-Gray Basic Reader. Scott, Foresman & Co. (Billy Goes To School). 1st grade level.

Hahn, Julia. Finding Friends. Houghton-Mifflin. 1st grade level.

Hahn, Julia. Everyday Friends. Houghton-Mifflin. 2nd grade level.

Films

4-312	Airplane Trip By Jet, An
4-365	Airport In The Jet Age
8-327	Development of Transportation
8-708	Eagle Has Landed - The Flight of Apollo 11
4-325	The Helicopter
12-285	Man In Flight
4-62	The Passenger Train
	The Smith System of No-Accident Driving
4-341	Boats and Ships
	Ocean Shipping
8-362	Tugboats and Harbors

BOOKS FOR TRANSPORTATION

Beaty J. Story of Transportation. Beckley-Cardy. 3rd grade level.

Brown, Elinor. Little Story Book. Oxford. (To be read by teachers)

Buckley, Horace M., et al. In Town And Country. (Road to Safety).
American Book. 2nd and 3rd grade levels.

Crabtree, Eunice M. et al, Under The Sun.

Craig, Gerald I, et al. We Find Out, New Pathways In Science. Ginn & Co.
1st and 2nd grade levels.

Davis, Lavinia R. We All Go Away. Scribner. (To be read by teachers)

Gates, Authur I., et al. Caravan of Mick and Dick. Macmillan Co. 3rd grade level

Grady, Williams Scott, et al. Our New Friends. Curriculum Foundation Series.
Scott Foresman. 1st grade level.

Gramatky, Hardie. Little Toot. Putman. Picture story.

Lenski, Lois. Little Sail Boat. Oxford. Picture story.

Lent, Henry B. The Captain. Happy Hour Books. Macmillan. 3rd grade level.

Mitchell, Lucy S. and Margaret W. Brown. Animals, Plants and Machines. D. C. Heath and Company.

Nolen, Barbara. Fun and Frolic. Reading for Interest. Heath. 3rd grade level.

O'Donnell, Mabel. If I Were Going. Alice and Jerry Books: Row-Peterson. 3rd grade level.

Plamer, Robin. Lost and Found. Reading for Interest. Heath. 2nd grade level.

Petersham, Maude and Miska. The Story Book of Ships. Winston.

Pryor, William C. The Steamship Book. Harcourt, Brace & Co.

Reilly, Dorothy W. Our Boat. Jim and Ann Stories. Harr Wagner. Primary level.

Smith, Nila B. Near and Far. Unit-Activity Reading Series. Silver Burdett. 3rd grade leve.

Storm, Grace E. Bob and Judy. Guidance in Reading. Lyons and Carnahan. Primary level.

Storm, Grace E. Friends About Us. Guidance in Reading. Lyons & Carnahan. 2nd grade level.

Ulery, Laura. Judy's Boat Trip. Guidance in Reading. Lyons & Carnahan. Primary level.

SCIENCE

Films

8-702	Animals - Ways of Eating
4-495	Animals and Their Home
4-248	Animals at Work in Nature
4-36	Animals Grow Up

8-193	Animals in Spring
4-56	Animals Homes
16-15-16	Animals Farm Part I & II
4-623	Spring Is An Adventure
4-33	Spring On The Farm
4-758	Spring In The City
4-380	Birth and Growth
4-430	How Insects Help Us
8-859	Making Things We Need
4-833	A First Film On The Wind
4-922	Families and Weather, What's The Weather Like
4-551	The Weather Watchers
4-633	Our Pet Show
4-252	Butterfly
4-283	Heat and How We Use It
4-451	Shadows On Our Turning Earth
	Shapes We Live With
	Why Plants Bend Toward Light
4-349	The Days, Weeks and Months
4-720	Calendar, The Story of Its Development
4-19	Care of Pets
4-96	Sunlight
4-702	The Sun's Family

SOCIAL COMPETENCE-RESOURCE MATERIALS

National Bibliography of State, City, and University Guides for Teachers of Educable Mentally Retarded Children, and Progress for Educable Mentally Retarded Curriculum Development.

Baumgarten, Bernice. Guide for the Retarded Child. John Day Co., 1965.

Begot, Michael J. Bureau Pub. No. 404. U. S. Department of Health, Education, and Welfare. The Mentally Retarded Child, 1963.

North Carolina State Department of Education. Educable Mentally Retarded: Guide for Curriculum Development. Raleigh, 1969. 47 pages.

Williams, Harold M. U. S. Department of Health, Education and Welfare. Education of The Severely Retarded Child: Classroom Program. Bulletin No. 20.

Wisconsin State of Public Instruction. A Persisting Life Needs Approach To A Curriculum for the Educable Mentally Retarded. Madison, 1970.

Thomas, Charles C. Educable and Trainable Mentally Retarded Children. Bannerstone House, Springfield, Illinois.

The Illinois Plan for Special Education of Exceptional Children: A Curriculum Guide for Teachers of the Educable Mentally Handicapped. Illinois State Office of Public Instruction. Springfield, Illinois. Division for the Education of Exceptional Children. The Interstate Printer's and Publishers, Inc. 19 North Jackson Street, Danville, Illinois 61832 EC 02 0233 ED N.A. 1967.

Prescott, Carol and Smith, Marion. The Needs of Man. Toronto.

Brandwein, Paul. Concepts in Science. 3rd edition. Harcourt, Brace, and World, Inc. 1966.

Kottmeyer, William. Basic Goals in Spelling. 2nd edition. Webster Division, McGraw--Hill Book Company, 1960.

Rothstein, Jerome. Mental Retardation. Holt, Rinehart & Winston, 1961.

Patterns for Curriculum Planning. Vol. 48, No. 5.

Educable Mentally Retarded. Guide for Curriculum Development. State Department of Public Instruction. Raleigh, North Carolina. Publication 401.

Respect for Rules and Laws. The University of the State of New York. The State Education Department Bureau of Elementary Curriculum Division, September, 1969.

Blessing, Mathias and Pfuffle. We Do It This Way. Series. Vol. 1 & 2, 1964. Madison, Wisconsin.

1. Garton, Malinda D. Teaching the Educable Mentally Retarded. Natchez Plantation House, 1964.
2. Kirk & Johnson. Educating the Retarded Child. Houghton-Mifflin, 1951.
3. Brevard County. Mathematics Continuum.
4. The New Continental Practice Exercises in Arithmetic. The Continental Press, 1970.
5. Charles, Merrill. Non-Graded Mathematics. Charles Merrill Co., 1970.
6. Continental. My Big Number Book. The Continental Press, 1968.
7. Modern Arithmetic Through Discovery. Books 1 & 2. Silver Burdett Co., 1964
8. Kephart, Newell C. The Slow Learner In The Classroom. Charles Merrill Book Company, 1964.

SAMPLE LESSON PLANS

LESSON PLAN--WRITING

I. Objective

A. To strengthen their ability to write the letter "L"

B. To encourage them to write neatly

II. Approach

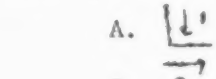
A. Visual

1. A picture of a little boy and his dog

B. Oral

1. "Why do you think our little friend Larry, the dog, is so unhappy? He is unhappy because his friend Luke can't write the letter "L" which is the first letter of his name. We are going to help Luke learn to write an "L" so Larry will be happy again."

III. Outline Subject Matter

A.  First teach the pull stroke

B. Second, teach the push stroke

C. Third, teach the pull and push stroke together

IV. Activities

A. Write the letter "L" in sand

B. Write the letter on the chalkboard

C. Write the letter "L" on their paper

V. Materials

A. Sand

B. Worksheet

VI. Culmination

A. They will make up a story about Larry and Luke, then they will write the letter "L" several times.

VII. Evaluation

A. Did they write the letter "L" neatly?

B. Did they do the pull stroke before the push stroke?

LESSON PLAN - READING

I. Objectives

A. To increase their ability to read well silently

B. To foster a better understanding of the meaning of the words: when, fee, pigs, fence and climb

C. To strengthen their ability to recognize the words: when, feed, pigs, fence and climb

D. To increase their comprehension

II. Approaches

A. Visual

Pictures of farm animals and the foods they eat

B. Oral

"Where do these animals live and how many of them do you recognize? Have you ever fed a farm animal? What did you feed him? Today, we are going to pretend we are feeding these animals. What do you notice about our food cards?" (On each food card there will be one of our new words)

III. Subject Matter

A. Introduce the new words: when, feed, pigs, fence, and climb

B. Read the story "Pat Takes A Ride" to the students

C. Discuss and answer questions about the story

IV. Activities

A. Discussion about farm animals

B. Discussion of the chart that is about farm animals and the foods they eat

C. The pupils will say the words that are written on the food cards then they will put the food cards next to the animals that eat the food.

D. Read the story "Pat Takes A Ride" and the pupils follow along silently.

V. Materials

A. Picture of animals

B. Paper

C. Marks-A-Lots

D. Textbooks

VI. Culmination

They will name the food each animal eats and they will say the word that will be written on the food card. The new words will be written on the cards.

VII. Evaluation

A. Did they read silently well?

B. Do they know the meaning of the words: when, feed, pigs, fence, and climb?

C. Can they recognize the words: when, feed, pigs, fence and climb?

D. Was their comprehension increased?

LESSON PLANS - SPELLING

I. Objectives

A. To increase the children's vocabulary with new words

B. To strengthen their ability to recognize rhyming words

C. To develop further their ability to spell rhyming words

II. Approach

A. Visual

Two paper bag puppets whose name is Pat and Tat

B. Oral

"Today I brought some friends of mine and their name's are Pat and Tat. Do you notice anything about their names?"

III. Subject Matter

A. Rhyming words are spelled the same except for the beginning

B. Introduce the words: Pat, Tat, cat, rat, and hat

C. They will study the words

IV. Activities

A. Discuss the puppets

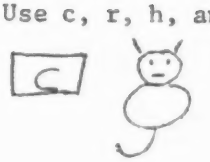
B. They will think of words that rhyme with Pat and Tat

C. I will write the words they say on the board and then they will spell them

C. They will do a worksheet on rhyming words

WORKSHEET

Use c, r, h, and b to build new words with -at.



V. Materials

A. Paper bags

B. Construction paper

C. Crayons

D. Glue

E. Sticks

F. Newspaper

VI. Culmination

They will write each spelling word and draw a picture to match the word

VII. Evaluation

A. Has their vocabulary increased?

B. Do they recognize rhyming words?

C. Can they spell more rhyming words?

A LIST OF POSSIBLE UNITS FOR INTERMEDIATE EMR

I. Social Studies

A. Fall Semester

1. The Community

2. The City

3. The State

4. The County

5. Good Manners

6. Health and Safety

7. Community Helpers

8. Transportation

9. Indians and Pilgrims

B. Spring Semester

1. Communication

2. Citizenship

3. Workers and Their Jobs

4. Good Foods

5. Directions

6. Securing Food, Clothing, and Shelter

7. People of Other Lands

II. Science

A. Fall Semester

1. The Calendar

2. The Seasons of the Year

3. The Weather

4. Air

5. Water

6. Sounds

7. Machines

8. Animals

B. Spring Semester

1. The Sun

2. Light

3. Electricity

4. Plants

5. Insects

6. Living Things in Water

LESSON PLAN - MONEY

I. Objectives

A. To help pupil recognize coins

B. To compare coins using the terms "greater than" and "less than"

C. To develop the ability to match coins with a single coin that is equal to a number of coins

II. Approach

A. Visual

Show pupils different coins: penny, nickle, dime, quarter, half dollar

B. Oral

1. Discuss the value of each coin

2. Discuss how many pennies there in a nickle, etc.

3. Compare coin with a set of coins or vice versa

III. Subject Matter

A. 10¢ is greater than 5¢

B. 5¢ is greater than 1¢

C. 5 pennies = 1 nickle

D. 2 nickles = 1 dime

E. 10 pennies = 1 dime

F. 5 nickles = 1 quarter

G. 25 pennies = 1 quarter

IV. Activities

A. Direct pupil to choose a coin and tell the value of it

B. Let pupil match a set of coins with a coin that has the same value

C. Let pupil count coins to compare a coin with a group of coins

V. Materials

A. Grover Money Kit

B. Work page 1 (Continental Press practice sheet) (Unit-Money)

C. Real coins if possible

D. Filmstrip - Our Money System

E. Film - Money In The Bank and Out

VI. Culmination

Worksheet - ccunting money with 1¢, 5¢, 10¢ and 25¢ in the groups (Continental Press, or Modern Math Through Discovery Box 1 & 2)

VII. Evaluation

A. Can pupil recognize coins?

B. Are they able to compare a set of coins with a coin?

C. Can they count change up to 25¢?

SAMPLE: UNIT LESSON PLAN
PRIMARY LEVEL

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
(1st day) To realize the values and responsibilities of friendships; to encourage the development of friendships among classmates and teacher 1. Enjoying doing things with friends	1. Sing the Morning Greeting Song after the children assemble in the classroom. See if they can answer "Good Morning" on the same tones.	Autoharp Song: MORNING GREETING	Keep a daily chart noting the weather
	2. Play a guessing game, have children make up riddles about their friends, "I am thinking of a friend with a red dress on. Who is my friend?"	Song: NEW CLOTHES	As children say their riddles about their friends, record some of them on a chart so the class can sing about their friends throughout the day. Picture of two children playing together.
	3. Discuss why we like our friends, what makes them good friends, what we enjoy doing with our friends, etc.		
	4. Read book: A FRIEND IS SOMEONE WHO LIKES YOU	Book: A FRIEND IS SOMEONE WHO LIKES YOU Joan Walsh Anglund Harcourt, Brace & World New York; 1958	Friends A friend is somebody who you like. They like you too. It is fun to play with our friend
	5. Seat work: make a mural about friends. Have children depict scenes showing ways friends have fun together at school, at home, on the school bus, in the neighborhood, etc. Entitle mural: FRIENDS HAVE FUN TOGETHER		
	6. Teach song: MY OWN TRUE FRIEND	Song: MY OWN TRUE FRIEND	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	7. Vocabulary: friend, fun together, music, share, with, true		
(2nd day) To realize the values and responsibilities of friendships; to encourage friendships among classmates and teachers.	1. Greet the children with THE MORNING GREETING SONG 2. Before class time, record on the tape recorder several story situations, stressing consideration of others' feelings, belongings, interests. For example; Jimmy's birthday was on Saturday. He got a very special birthday present, a yellow dump truck just like he's wanted for a long time. Monday he brought the truck to school in sharing time. During the day some boys were playing with it and it got broken. 3. Play recordings for children then discuss the story by asking such questions as: "How do you think Jimmy feels?" "How do you think the truck got broken?" "How do the other boys feel?" "What should Jimmy do?" etc.	Autoharp Daily weather chart Tape recorder	(Chart of centers of group activity) Being a good friend We don't want to hurt other people's feelings. One way to make people feel good is to do things they like to do. We should be careful with things which belong to other people.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
(2nd day)	4. Through discussion bring out that we must ask permission before playing with someone elses' things that one's own belongings should be handled with care. Personal belongings should be kept in a safe place at school; but even when children are careful accidents may happen. Discuss the children's feelings and why Jimmy may be hurt, etc. 5. Review songs learned yesterday, MY OWN TRUE FRIEND, NEW CLOTHES. Ask Susan or Johnny if they notice anyone in the class with new clothes that the class could sing about. Ask the children to be thinking of other things they like to do with their friends to add versus to song MY OWN TRUE FRIEND tomorrow. 6. Read books: LOVE IS A SPECIAL WAY OF FEELING and I NEED ALL THE FRIENDS I CAN GET 7. Write experience chart. Read orally.	Rhythm instruments Other items that might give children ideas of doing things with their friends such as a book, letter to mail, telephone to call a friend, etc. Books" LOVE IS A SPECIAL WAY OF FEELING John Walsh Anglund Harcourt Brace & World New York, 1960 I NEED ALL THE FRIENDS I CAN GET Charles M. Schultz Determined Productions, Inc. San Francisco, Calif. 1964 Chart paper, paper, crayons Song: WHOSE BIRTHDAY IS TODAY Autoharp Birthday treats	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
(2nd day)	8. Seat work: Worksheet with two columns. Heading--SCHOOL THINGS and THINGS THAT ARE MINE. Have children draw pictures of 5 things that belong to the school, and 5 things that belong to them. 9. If anyone has a birthday today (or even if no one has a birthday) the children always love to learn a new birthday song so they will be prepared when their friends or family have a birthday. Teach them the question and answer and tone matching songs, WHOSE BIRTHDAY IS TODAY? Vocabulary: feeling, belong, hurt, letter, telephone, birthday		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
(3rd day) To realize the values and responsibilities of friendships to encourage friendships among classmates and teachers. 2. Finding solution to disagreements among friends.	1. Sing the MORNING GREETING SONG; encourage the children to sing it to some of their friends noting and about the kind of day it is today-- 2. Preview previous lessons by reading experience charts FRIENDS and BEING A GOOD FRIEND Discuss that even among close friends disagreements or arguments will probably arise Talk about how such arguments can be settled; e.g., try to stop feeling angry; say "I am sorry; both agrees to follow the rule of share or take turns; both give a little if necessary to stay from each other a while. 3. Dramatize situations in which children show how they might settle their problems. For example: "Susie and Janie were playing jump rope at recess. Susie says Janie missed a jump, but Janie says she didn't." 4. Read book: LET'S BE ENEMIES 5. Write experience chart. Read orally.	Song: WHOSE BIRTHDAY IS TODAY? Autoharp Birthday treats Daily weather chart Experience charts Book: LET'S BE ENEMIES Janice Udry, Harper & Row New York, 1961 Chart paper Newsprint Crayon Autoharp Rhythm instruments	Picture of children arguing. Fights - sometimes friends have fights or arguments. We should do what we can to try feel happy again.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHARTS
(3rd day)	6. Seat work: Draw "before" and "after" pictures. Show in first picture how people look when they are having an argument; in second picture how they look when they've settled their problems. Have the children tell their pictures. 7. Review the new songs learned in this section of unit WHOSE BIRTHDAY IS TODAY? (Sing, especially if someone in the class has a birthday today.) NEW CLOTHES if it seems to be learned well enough by children, play the circle game and MY OWN TRUE FRIEND. (See if children thought of things to do with their friends that they can sing about today. Maybe some rhythm instruments can be added.) Ask the children which song they like the best. 8. Vocabulary: argument, fight, problem, enemy		

CURRICULUM---JUNIOR HIGH

OBJECTIVES:

I. LANGUAGE SKILLS

II. MATHEMATICS

III. SOCIAL STUDIES

IV. SCIENCE

V. HEALTH

VI. VOCATIONAL PREPARATION

It is expected that Special Education students at this level will receive their instruction in Physical Education, Home Economics, Shop, Music, and Art with other students in regular classes.

OBJECTIVES

At the Junior High School Level it becomes the main responsibility of the Special Education Teacher to re-enforce the academic achievements of the elementary school and to begin a pre-vocational preparation. There are at least four areas with which the curriculum for this level must be concerned. They are: (1) academic, (2) social, (3) emotional, and (4) pre-vocational.

The long range goals of the teacher should be to (1) develop the student's mental capabilities to the fullest, (2) strengthen the student's emotional stability, (3) attempt to fulfill the student's health and social needs, (4) promote the student's occupational awareness and development.

The general objectives at this level should be to achieve the following:

(1) improve self-expression,

(2) demonstrate good grooming habits and personal appearance,

(3) use of good health and safety habits,

(4) show an awareness of the responsibilities and benefits of citizenship, and

(5) gain a realistic understanding of capabilities in relation to an occupation.

I. LANGUAGE SKILLS

A. ENGLISH GRAMMAR

1. Recognizing sentences

2. Use of period

a. at end of sentence

b. after abbreviations

3. Use of comma

a. used with "Yes" and "No"

b. used to set off names of persons addressed

c. used to separate name of city from name of state

d. used in writing of a date

e. used to separate words in a series

f. used to separate a direct quotation

4. Use of question mark and exclamation point

5. Capitalization

a. at beginning of a sentence

b. for the names of persons

c. for the names of places

d. for the word "I"

e. in the title of a book

f. for the first word of a direct quotation

g. for the days of the week and the months of the year

h. for the names of holidays

i. for initials

6. Abbreviations

7. Syllables

8. Recognizing vowels and consonants

9. Nouns

   a. kinds of nouns

      (1) common

      (2) proper

      (3) singular

      (4) plural

   b. how nouns show ownership

10. Pronouns - used in place of a noun

11. Adjectives - a describing word

12. Verbs - use of action words

13. Apostrophe

   a. to show ownership

   b. in contraction

14. Paragraphs

   a. key sentence

   b. built around one idea

   c. proper sequence

B. READING

1. To find information

2. Reading simple stories

3. Learning words with opposite meanings (antonyms)

4. Learning words with same meanings (synonymns)

5. Learning words that sound alike but are spelled differently (homonym)

6. Learning words that are spelled alike but have different meanings (used as nouns and verb)
7. Learning to build new words (use of prefix and suffix)
8. Use of newspapers for shopping list, weather report, amusements, want ads, etc.
9. Use of road maps, magazines, encyclopedias
10. Use of dictionary
11. Learning to use the library
12. Reading signs and directions for safety and information
13. Alphabetical order

C. LISTENING

1. Listening to directions
2. Listening to stories
3. Listening to music (records, tapes, etc.)
4. Listening for improvement
   a. evaluation of facts
   b. descriptive words
5. Listening for pleasure

D. LOOKING

1. Observing
   a. use of eyes, ears, speech
   b. interpreting what has been observed
2. Looking for stories in pictures
   a. observing for information
   b. observing for pleasure
   c. observing for detail

E. SPELLING

1. Use of basic spelling list
2. Preparation of a vocabulary list
3. Preparation of a list for protection (see list in Appendix)
4. Be able to fill out the following:
   a. order blanks
   b. receipts and money orders
   c. withholding statements
   d. checks, bills and statements
   e. cooking and baking recipes
   f. license applications
   g. budgets and accounts

F. WRITING

1. Emphasis on legibility
   a. correct formation of letters
2. Read and write manuscript writing
3. Read and write cursive
4. Learning the parts of a letter
5. Addressing an envelope
6. Writing a personal letter
7. Writing a business letter
8. Writing an invitation
9. Writing titles of books, stories, plays, poems
10. Ability to express creative ideas
    a. stories

b. description

c. poetry

11. Writing complete sentences with correct punctuation

Materials suggested for use:

Dictionary

Encyclopedia

Maps

Newspapers

Magazines

"Our Language" Books 3 & 4 Steck-Vaughn Co.

"English We Need", Prevo Frank Richards, N.Y.

"Learning and Writing English", Robertson, Steck Co.

"Learning English" Michaelson, Book 4, Hayes Publishing, Texas

"Starting Language Right", Bailey, Barclay and Works, Steck-Vaughn Co., Austin, Texas

"I Want to Learn English", Smith-Wilbert, Steck

"The Sound Way", Book 2, Hert and Morgan, Benton Publishing Co., Fowler, Ind.

"My Weekly Reader" · Wesleyan University

Equipment suggested:

Tape recorder

Record player

For all units there are excellent films and film strips which can be used. Consult the catalogue which each individual school makes available.

II. MATHEMATICS

A. Arithmetic

1. Review basic addition
2. Review basic subtraction
3. Drill in use of multiplication skills
4. Drill in use of division skills
5. Roman numerals

B. Relationships

1. Numbers used in telling time, weight, distance, height, etc.
2. Know value of coins, paper money, how to make change
3. Understand concept of decimal system, percentages, and fractions
4. Understand concept of day, week, month, and year
5. Measure in inches, feet, yards, miles
6. Measure in pints, quarts, gallons
7. Understand concept of dozen and half dozen
8. Use of ruler and yard stick in measuring, understand concept of inches and fraction of inch
9. Understand concept of pounds, ounces, tons
10. Understand concept of peck and bushel
11. Relationship of two quarts to a half gallon, and four quarts to a gallon

C. Money Concepts

1. Relationship of one hundred pennies to a dollar
2. Identification of ¢ and $ signs
3. Ability to make change
4. Handle money as used in school cafeteria

D. Time Concepts

1. Know meaning of a.m. and p.m.
2. Know meaning of noon and midnight
3. Understand concept of 24 hours in a day, 60 seconds in a minute, and 60 minutes in an hour
4. Ability to tell time by the quarter hour
5. Understand relationship of all the months to their numbered sequence and write dates by figures
6. Ability to read and use schedule of radio and T.V. programs

E. Recognize and reproduce geometric forms such as circles, squares, triangles, and rectangles

F. Problem Solving - use of numbers in functional life situations (earning wages, budgeting, spending, etc.)

Materials suggested to be used:

"The Money You Spend"	Turner-Livingston Series	
"Arithmetic That We Need"	Mooney	Richards Pub.
"Useful Arithmetic"	Vol. 2 Wool	Richards Pub.
"Counting My Money"	Wool	Richards Pub.
"Making My Money Count"	Wool	Richards Pub.
"Learning About Measurement"	Wool-Bohn	Richards Pub.
"Money Makes Sense"	Fearon Publishers	

III. SOCIAL STUDIES

A. United States History

1. Our Historical Heritage

a. The Discovery of America

b. The Spanish in the New World

c. The French in the New World

d. The English in the New World

e. How the colonists lived in the South

f. How the colonists lived in New England

g. The Revolutionary War

h. The Beginning of a New Nation

i. The Westward Movement

j. The Civil War

k. The Reconstruction Period

l. America's Machine Age

m. America becomes a world power

n. World War I

o. The Great Depression

p. World War II to the present

2. Famous and Important Personalities in our Country's History

a. Explorers

b. Pioneers

c. Inventors

d. Presidents

e. Leaders

3. Highlight's of our Country's Development

B. Civic Responsibility

1. To be a good American

a. Home

b. School

c. Community

C. Florida History

1. The development of Florida

2. The geography of Florida

3. Florida's industries

4. Florida's climate

5. Florida's counties and cities

6. Florida's plant life, sea life, birds, etc.

7. Florida's contribution to our nation

Materials suggested:

"The Town You Live In" Turner-Livingston

"My Country" Steck-Vaughn

"Finding Ourselves" Corcoran Richards Pub.

"To Be A Good American--In Your State" Hudson-Weaver Fearon Pub.

"Our Florida--Land of Sunshine" Steck-Vaughn

"Getting Acquainted with our World" Book 1 Smith-Sanders Hayes Pub. Co.

"The Benton Textbook-Workbook for Social Studies" Spangler Hayes Pub. Co.

"The Benton 20th Century Workbook for American History" Hayes Pub. Co.

Maps

Globes

IV. SCIENCE

A. Living Things

1. Vertebrates and Invertebrates

2. Plants and Animals

a. Need for food, water, air

b. Depend on environment

c. Adapting to environment

d. Need for a healthful environment

B. Conservation of our Natural Resources

1. Soil (erosion)

2. Water (pollution)

3. Forests (fire -- trees cut down)

4. Minerals (waste)

C. Physical Forces

1. Wind

2. Water

3. Heat

4. Light

5. Sound

6. Gravity

D. Space Travel

1. Where does space begin?

2. What is space?

3. Why travel in space?

4. Exploration of the moon

5. Space stations

6. Reaching for Mars

E. The Solar System

1. The sun

2. The moon

3. The planets

4. Comets

5. Meteors

F. The Movements of the Earth

1. The seasons

2. Day and night

G. Weather

1. Wind speed and direction

2. Clouds

a. cirrus

b. stratus

c. nimbus

d. cumulus

3. Temperature, humidity, air pressure

a. use of thermometer

b. use of barometer

c. radar

d. rain gauge

4. How weather conditions are predicted (tracking of hurricanes, etc.)

H. Electricity

1. Uses and benefits

a. heat

b. light

c. power

2. Types

   a. batteries

   b. generators

   c. static

   d. lightning

3. Safety in use of electricity

   a. conductors

   b. insulation

Materials suggested to be used:

"Learning to Use Science"	Ware-Hoffsten	Steck-Vaughn
"Exploring Our World"	" "	" "
"This Earth of Ours"	" "	" "
"The World About You"	" "	" "
"You Find Out"	" "	" "
"What Is Electricity?"	Corcoran-Pavka	Richards
"Weather and Us"	Corcoran	"

V. HEALTH

A. Personal Health

1. Physical and Mental Health

2. Personal Cleanliness

   a. good health habits

   b. care of the hair and scalp

   c. care of the body

   d. care of the teeth

   e. care of the clothes

B. Home Sanitation

1. Protection and Refrigeration of Food

2. Disease Prevention

C. Nutrition and Food

1. Eating the Right Food

a. why we eat

b. what we eat

c. proteins

d. minerals

e. carbohydrates

f. fats and starches

g. when we eat

h. what we should and should not drink

D. Forming Good Health Habits

1. Rest - Sleep

2. Exercise

3. Getting Rid of Wastes

4. Protection from Disease

5. Keeping Body Clean

6. Physical Check-Ups

a. Doctor - eyes

b. Dentist

7. Good Posture

E. Study of the Human Body

1. Nervous System

2. Digestive System

3. Respiratory System

4. Circulatory System

5. The Skeleton

   a. bones

   b. muscles

   c. tissues

   d. joints

   e. tendons

   f. ligaments

6. Use of Tobacco, Alcohol, and Drugs

   a. effect on the body

   b. danger of use

7. The Senses

   a. hearing

   b. seeing

   c. smelling

   d. tasting

   e. feeling

F. Safety at Home, School and Community

1. Safety at Home

   a. elimination of fire hazards

   b. poison out of reach of children

   c. safe place for fuels, paints, medicines

   d. safe use of electrical appliances

   e. safe use of tools, yard and garden equipment, ladders, etc.

2. Safety at School

   a. fire drills

   b. hall safety

   c. playground safety

3. Safety in the Community

   a. obey traffic laws and signs

   b. safety on bicycle and bus

   c. be aware of hazards

   d. safety at play and work

G. First Aid

1. Need for first aid

2. Wounds

   a. germs

   b. infection

   c. first aid for wounds

      (1) dressings

      (2) bandages

      (3) medication

   d. severe bleeding

      (1) use of tourniquet

      (2) finger pressure

3. Poisoning

4. Dislocations and Sprains

5. Fractures

6. Burns

7. Snake Bites

8. Fainting

Materials suggested:

"Community Health"	Parker-Downing	Golden Press
"Keeping Well"	" "	" "
"The Health Parade"	Smith	Hayes Pub. Co.
"Steps to Health"	Townsend-Townsend	Steck-Vaughn

VI. VOCATIONAL PREPARATION

A. Understanding the Self

1. What makes up the personality
2. Choosing friends
3. Learning how to get along with others
4. Developing the right attitudes
5. Recognizing own feelings
6. Respect for feelings of others
7. Applying moral principles
8. Developing satisfactory inter-personal relationships
9. Awareness of other's rights and privileges
10. Acceptable social habits and oral language
11. Accepting criticism
12. Knowledge of personality traits, strengths and weaknesses
13. Wise use of leisure time

B. Developing Good Work Habits

1. Seek satisfactory task completion
2. Learn to accept and follow directions
3. Communicate effectively in a variety of situations
4. Know what to do in case of emergency

C. Choosing and Seeking a Job

1. Become aware of job he is able to perform; realistic career choices
2. Gaining a positive attitude toward work
3. Awareness of need for punctuality and responsibility
4. Pride in personal appearance
5. Aware of responsibility to family and employer

D. Responsiblities and Benefits of the Worker

1. Knowledge of social security
2. Knowledge of insurance benefits
3. Knowledge of responsibilities owed to employer

Materials suggested:

"The Person You Are"	Turner-Livingston	
"The Family You Belong To"	" "	
"The Friends You Make"	" "	
"The Jobs You Get"	" "	
"I Want A Job"	Hudson-Weaver	Richards Pub. Co.
"Foundations of Citizenship"	Shawn Book 1	" " "
"Manners"	Prevo	" " "
"You"	Trenkle	" " "
"Everyday Business"	Gary Lawson	Lawson Book Co.
"Newspaper Reading"	" "	" " "
"Better Living"	" "	" " "
"Color Me American"	" "	" " "
"Unemployment is Non-Cents"	" "	" " "
"Finding A Job"	Be Informed Series	New Readers Press

"Personal Interviews"	Be Informed Series	New Readers Press
"Finding Yourselves"	Richards Pub. Co.	
"Wanting A Job"	Turner	Career Guidance Series Follett Pub.
"Starting A Job"	"	" " " " "
"Looking For A Job"	"	" " " " "
"Holding A Job"	"	" " " " "
"Changing A Job"	"	" " " " "
"You and Your World"	Bolenger-Hanna-Kahn	Fearon
"Rights and Duties of Citizenship"	Corcoran	Richards
"Government and People"	Miller	Welsh Printing Co.

Filmstrips:

Eyegate Inc., Jamaica, New York

"Getting Along With Friends"

"Getting Along With Yourself"

A SOCIAL STUDIES UNIT

A typical Social Studies unit could be developed from the following suggestions. When properly presented it would adequately provide the student with opportunities to:

1. Develop concepts which will help them to be more informed, responsible, democratic citizens.

2. Interpret the student's own community in relation to other communities.

3. Better understand place concepts by using a map of the town and the county he lives in as an introduction to map study.

4. Study the different methods of transportation used in this country and in other countries.

5. Study the different means of communication used to cover distance in sending of messages.

6. Develop the time concept, enlarge the vocabulary, and extend the student's ability in several areas.

OUR COMMUNITY LIFE

I. LEARNING ABOUT WHERE WE LIVE

A. Map of city and county

1. Street where student lives
2. School student attends
3. Stores where shopping is done
4. Churches, hospitals, library and other places of interest

Things to do: Have each student prepare a map showing where he lives; concept of direction, distance

II. TRANSPORTATION -- HOW WE GO PLACES

A. Different means of transportation

1. bicycle
2. automobile
3. train
4. boat
5. airplane

Things to do:

1. Make a collection of pictures showing different means of transportation.

2. Look up inventors and inventions which led to new methods of transportation.

3. Discuss importance of the wheel.

4. Discuss change in form of bicycle.

5. Discuss safety rules for riding bicycles.

6. Name ways in which automobiles give work to many people.

7. Discuss development of roads and highways.

8. Words for study: underpass, cloverleaf, overpass, toll road, interstate, route

9. The development of the railroads

10. Types of boats and ships; difference between them.

11. Advantages of airplane travel. Words for study: pilot, stewardess, airport, runway, hangar, jet.

12. The development of space travel and its future.

III. COMMUNICATION -- HOW WE SEND MESSAGES

A. Different ways of sending messages

1. Talking

2. Letters

3. Telegraph

4. Telephone

5. Radio

6. Television

7. Newspapers

8. Magazines

Things to do:

1. Discuss how children learn to talk.

2. Why do people speak different languages?

3. Do animals and birds have a language of their own?

4. Why do people in different parts of the country have accents?

5. What means of sign language are you familar with? (pictures, road signs, advertisements.)

6. How does the Postal Service operate?

7. Visit the Post Office

8. What is the Zip Code number of your town?

9. How is the mail taken from place to place?

10. Who invented the telegraph? When?

11. How much does it cost to send a letter? a card? a package? How much is airmail?

12. What is the name of the nearest telegraph company?

13. Who invented the telephone? When?

14. Look up area codes of different places.

15. Discuss use of telephone and good telephone manners.

16. Find out how much it costs to call different places in the United States.

17. Look up ways in which the telephone has changed and developed.

18. What is the name of the telephone company in your area?

19. Who invented radio? When?

20. What use is made of radio by policemen? ships? airplanes?

21. Listen to some radio programs and report on them.

22. How does a transistor radio differ from a regular radio?

23. How is television different from radio?

24. Know the words: microphone, antenna, camera

25. A bulletin board could be prepared of television personalities and programs.

26. Bring two or three different newspapers to class; discuss how they are different.

27. What does a reporter for a newspaper do? What jobs are offered by a newspaper?

28. Name different kinds of programs that are seen on television.

29. Discuss the different sections of the newspaper.

30. What kind of magazines do people read?

31. Why do people subscribe to magazines?

IV. WHERE OUR CLOTHING COMES FROM

A. Different types of clothing

1. cotton
2. linen
3. silk
4. wool
5. fur
6. leather
7. man-made materials

Things to do:

1. Study where cotton is grown and, if possible, bring some to class.
2. Development of the loom and how cotton is made into cloth.
3. How cloth is colored.
4. Make a collection of cloth to show different ways cotton is woven.
5. Make an exhibit of pictures of machinery used in planting, picking and cleaning cotton.
6. Start a clothing notebook. Add samples of fabrics as they are studied.
7. Show how linen is made from flax.

8. Bring in samples of linen in handkerchief.

9. Where was silk first used? Discuss.

10. Why are not silkworms raised in the U.S.?

11. Make a collection of pieces of silk goods.

12. Study the raising of sheep and where raised.

13. How wool is made into clothing.

14. Study of words: fibers, fleece, yarn, weave

15. Study processes that take place in a woolen mill.

16. How Indians traded in furs.

17. What furs are most valuable.

18. What leather is made from.

19. The many uses of leather.

20. Make a list of animals that give us skins or hides, and those that give us fur.

21. Make a list of synthetic materials: rayon, nylon, etc.

22. Make a list of items which would be purchased in a new outfit of clothes. Figure the cost.

23. Study different kinds of clothes worn by people living in other countries.

24. Bring in dolls representing people of other countries.

25. Make a poster of different kinds of clothing.

V. OUR HOUSES

A. Materials Used

1. wood

2. stone

3. brick

4. concrete

B. Types of Homes

1. colonial
2. split-level
3. ranch-type
4. apartment house
5. mobile homes

C. How our Homes are Heated and Lighted

1. electricity
2. oil
3. gas

Things to do:

1. Have each student draw a picture of his house.
2. Name some things our houses do for us.
3. Make a list of different kinds of trees: which are used for lumber?
4. Make a study of conservation of forests.
5. Name different kinds of building stone: granite, marble, sandstone, limestone, etc. Where are they found?
6. How are bricks made?
7. How is concrete made from cement?
8. Study how coal in mined and where.
9. Where does natural gas come from?
10. How does electricity get to our homes?
11. Study of development of lighting of homes: candle, oil lamp, etc.

VI. OUR FOOD

A. Kinds of Food

1. milk
2. wheat
3. vegetables
4. animals
5. fruit and nuts
6. chocolate and other sweets

Things to do:

1. Discuss the importance of food and a balanced diet.
2. Look through newspapers and magazines to find pictures of different foods. Cut out and make a display.
3. Study importance of weather on food supply.
4. Name some foods that come to us from a distance.
5. Name some foods that are raised locally.
6. Visit a store and make a list of different kinds of food.
7. Report on what is done on a dairy farm and how milk is prepared.
8. Tell how wheat is planted, sowed and harvested.
9. How do we get flour from wheat?
10. Visit a bakery and tell how bread is made.
11. Make a collection of labels from boxes of cereal.
12. List different kinds of vegetables that grow locally.
13. How do city people get fresh vegetables?
14. Name several different ways of keeping vegetables.
15. Name animals that provide us with meat and eggs.
16. Recognize pictures of various animals and tell what they give us.

17. Visit a store and describe kinds of meat there.
18. Know the kinds of fruit known as citrus.
19. Make a list of fruits and berries and check the ones that are grown locally.
20. Visit a store and tell kinds of fruit there.
21. Find out what prunes and raisins are made from.
22. Cut out pictures of different kinds of fruit and make a collection of them.
23. Read the story of Johnny Appleseed.
24. What is chocolate made from?
25. Find out how bees make honey.
26. Plan a menu for the day using different kinds of food that have been studied.
27. Have a food exhibit.
28. Invite cafeteria manager to talk to class about food.
29. Visit a garden, orchard or farm and describe what was seen.
30. Plan to use a movie about food.

THINGS TO REMEMBER ABOUT FOOD

1. We need some of each kind of food we have studied.
2. Eating the right foods help us keep well.
3. We should eat all we need, but not waste it.
4. Many people work to give us food.

READING FOR PROTECTION

This is a suggested list of words that each student should recognize and be able to read for his protection.

Avenue
Be careful
Beware of dog
Box office
Boy wanted
Bus station
Cashier
Closed
Cross here
Danger
Dead end
Dentist
Doctor
Down
Drive slow
Do not enter
Dynamite
Drugs
Elevator
Emergency exit
Employees only
Entrance
Exit
Explosives
Fire escape
For sale
For rent
Go slow
Handle with care
Hands off
Help wanted
Hospital
High voltage
Keep out
Keep off
Keep to the right
Look out for
Ladies
Library
Look and listen
Men
Men working
No smoking
Next door
Nurse
No admittance
No thru street
No left turn
No parking
No trespassing
One way street
Out of order
Open evenings
Pay as you enter
Please
Poison
Police station
Post no bills
Post office
Private
Public telephone
Pull
Push
Railroad crossing
Rest rooms
Safety first
Stay out
Street closed
Stop
Ticket office
Time clock
Up
Use other door
Wanted
Watch your step
Wet paint
Apartment for rent
City property
Court house
Caution
Quiet
Employment agency
Knock

OCCUPATIONAL TRAINING PROGRAM

Brevard County's Three Year Program offers a unique opportunity to its teachers of the Educable Mentally Retarded. It is the only program yet developed in the high schools to encompass a complete range of academic, vocational, rehabilitative, and placement services, as well as specialized equipment and facilities. It thus more nearly resembles a model educational plan than any program currently offered in the regular high school curriculum. The responsibility for developing and coordinating such a many-faceted program rests primarily upon the abilities and resources of the OTP classroom teacher.

The following three-year program outline has proved an effective framework for the student's academic and rehabilitative progress when used in planning his or her growth within the OTP program. The OTP teacher should keep each phase in mind when planning each student's activities at the beginning of the school year. The program in its whole provides for the sequential and coordinated efforts of all individuals responsible for the occupational, social, and academic training of the student.

PHASE I

Ideally, Phase One, is chiefly a period of academic and vocational evaluation. Classroom time is planned with an eye to evaluating the student's academic, vocational, and social competencies, and planning a three year program of training aimed toward gainful employment of the student. Time is devoted to academic work with vocational application, as well as to occupational training consisting of specific job duties, simulated interviews, completing job applications, and related activities. Integration of the student into the regular curriculum may be feasible for selected students.

PHASE II

Evaluation of student performance during Phase I should help in planning his second year of study. Phase II is intended to expose each student to the

responsibilities of a realistic job situation within the school. The teacher must establish job openings in a wide variety of school operational areas and determine appropriate placement of each student. Such job activity is expected to consume half of the student's school day, the other half being a continuation of his or her occupational and academic education.

PHASE III

Phase III is devoted to the placement and full-time employment of the student within his community. Evaluation of the student's job readiness should be of highest priority before actual placement is made. Part-time employment or a continuation of full-time school activities may be determined necessary for individual students.

A. Division of a six hour school day for each of the three phases would be as follows:

PHASE I

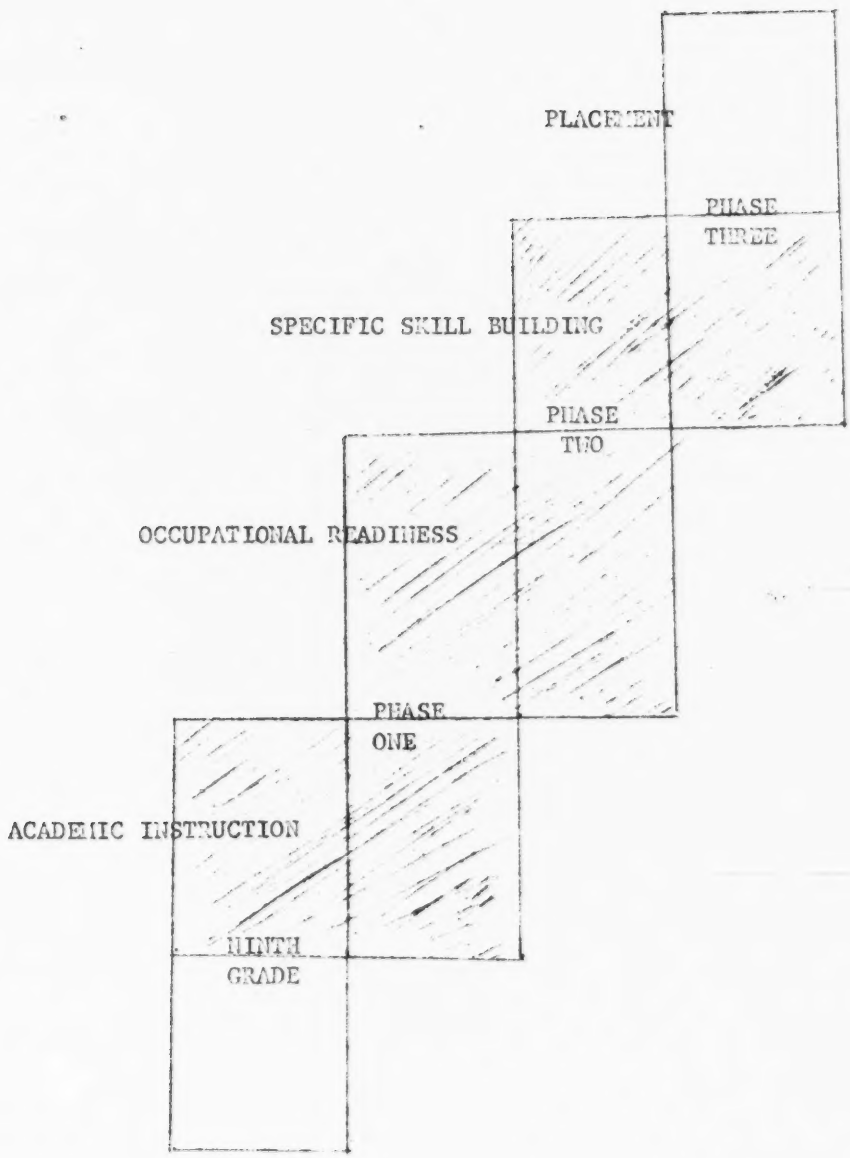
2 hours	job skill activities
3 hours	academic and occupational activities including regular curriculum study
1 hour	physical education

PHASE II

2 hours	work activity within the school
2 hours	academic and occupational activities including regular curriculum study
1 hour	job skill activity
1 hour	physical education

PHASE III

In-school activity should be determined by the teacher


PLACEMENT
PHASE
THREE
SPECIFIC SKILL BUILDING
PHASE
TWO
OCCUPATIONAL READINESS
PHASE
ONE
ACADEMIC INSTRUCTION
NINTH
GRADE

THE CURRICULUM

The curriculum of the Occupational Training Program is composed of three general areas of instruction. They are:

A. Academic Instruction. Included in this area of study are reading, writing, and practical arithmetic. All academic activity is intended to be occupationally oriented and useful in daily living. Also included are such community-related studies as the law, public services, and leisure activities.

B. Occupational Readiness. Activities in this area of study range from finding a job to the job interview. Topics covered include personal appearance, the job application, and getting along with other workers. Numerous jobs and job skills are explored.

C. Specific Skill Building. Instruction in this area includes the use of various tools and equipment in the development of job skills. Students are taught the use, care, and safety of tools and their relationship to specific occupations. Many job skills are learned in working situations within the school.

Each of the above three areas of instruction will receive special emphasis within at least one of the three phases of the program. (See chart on previous page)

OTP GENERAL INSTRUCTIONAL AREA OUTLINE

I. Academic Instruction

- A. Reading
- B. Writing
- C. Communication
- D. Arithmetic
- E. Science

II. Occupational Readiness

- A. Grooming and appearance
- B. Appropriate behavior at home, school, socially, and on the job
- C. Techniques of getting and holding a job
- D. Understanding self-limitations and capabilities; goal planning
- E. Responsibilities as a citizen
- F. Health and safety
- G. Utilization of leisure time

III. Specific Skill Building

- A. Drivers education
- B. Typing
- C. Building trades
- D. Auto mechanics
- E. Shop
- F. Home economics
- G. Janitorial equipment
- H. On the job training
- I. Music
- J. Crafts
- K. Physical education

I. Academic Instruction

A. Reading

1. Skills

a. To develop various means of word attack (context clues, phonetics, varying forms of word, word building).

b. To develop knowledge and attitudes essential for socially acceptable behavior

c. Correct spelling of basic words

2. Application and Suggested Activities

a. Ability to understand written directions

b. Be able to discuss and understand daily news

c. Be able to express thoughts and observations

d. Use reading material to locate, make application and secure employment

e. Find words in the dictionary

f. Recognize caution and danger signs

g. Recognize road signs and directions

h. Use radio and TV schedules

i. Read restaurant menus

j. Use mail order catalogue

k. Be able to read newspaper ads

l. To produce a class newspaper of school events

3. Resource Materials

a. Reading Success Series

b. Continental Press Worksheets, 127 Street N.W., Atlanta, Georgia

Newspaper Reading - Gary Lawson, Elk Grove, California

c. Working With Word Patterns - Mildred Putman, Steck-Vaughn, Austin, Texas

d. Menus from area restaurants

e. Skills With Sounds and Words, Vol. A, B, & C. Wingo-Hletko. J. B. Lippincott Company, Philadelphia, New York

f. Operation Alphabet. Robert H. Coates, Nobel and Noble Publishers

g. Building Your Language Power. Frank Laubach. Silver Burdett Co Atlanta, Georgia

h. Programmed Reading Series. Sullivan Associates, Webster Drive, McGraw-Hill Book Company, New York, New York

i. Magazines. Ardelle Manning. Ardelle Manning Productions, P. O. Box 125, Palo Alto, California

j. Wide World. Scope Reading Skills. SBS Book Services, New York New York

k. The Developmental Program in Visual Perception. Marianne Frostig. Follett Publishing Company, Chicago, Illinois

l. Learning to Read Through Experience. Lee & Allen. Appleton-Century-Crofts. Division of Meredith Corp., New York

m. Phonics In Proper Perspective. Arthur Heilman. Charles E. Merrill Publishing Company, Columbus, Ohio

n. Black History - The African Experience; The Black Experience. Ditto Masters, Drago Supply, Hialeah, Florida

Films and Filmstrips

4-243 African City: Contrasting Cultures - County Film Center

12-315 The Black Soldier - County Film Center

4-889 Your Communication Skills: Reading - County Film Center

B. Writing

1. Skills

a. To develop legibility and neatness

b. To develop ability to write in complete sentences and paragraphs

c. To develop use of proper punctuation and capital letters

d. To develop creative ideas

e. To develop both manuscript and cursive writing

2. Application and Suggested Activities

a. Filling out various forms and job application blanks

b. Writing personal and business letters

c. Filling in bank deposit slips and checks

d. Writing lists for shopping materials

e. Taking verbal messages

f. Taking orders on laundry or cafe tickets

g. Filling in catalogue order forms

h. Writing names of others on repair tags with simple directions

i. Sending telegrams

3. Resource Materials

a. Continental Press, Inc., 127 Cain Street N. W., Atlanta, Georgia (mimeo masters)

b. Alphabet Guides. Cursive, manuscript. Drago School Equipment Supply Catalogue. Hialeah, Florida

c. Cursive Writing Practice. Drago catalogue; duplicating workbooks

d. Zaner-Bloser Cursive Cards - school warehouse

C. Communication - Listening and Speaking

1. Skills

a. To develop longer attention span

b. To improve voice quality

c. To develop effective use of speech in varied situations

d. To understand and follow oral directions

e. To explain procedures to others so they are concise and understandable

f. To increase the individual vocabulary

2. Application and Suggested Activities

a. To be able to greet and introduce others in correct manner

b. To be able to use the telephone to call for job, doctor, or other appointments

c. To report on various incidents or travel experiences

d. To be able to ask needed questions on the job or during training situations

e. To be able to state personal qualifications, and answer questions during a job interview

3. Resource Materials

a. Tape recorder

b. Telephone

c. Speech Improvement for the Mentally Retarded. Curriculum from Iowa State Department of Public Instruction, University of Iowa, Iowa City, Iowa

d. Speech Correction Through Listening. Bryngelson and Mikalson; Scott Foresman and Company, Chicago, Illinois

e. My Speech Workbook. Jayne M. Parker. Interstate Printers and Publishers, Inc., Danville, Illinois

f. Mott Basic Language Skills. Allied Education Council, Distribution Center, P. O. Box 78, Galien, Michigan 49113

Films and Filmstrips

4-885 Your Communication Skills - The Exchange of Ideas - County Film Center

4-886 Your Communication Skills - Speaking - County Film Center

4-196 Your Voice - County Film Center

D. Arithmetic

1. Skills

a. To understand basic addition and subtraction facts and methods

b. To understand basic multiplication and division facts and methods

c. Tell time

d. Figure calendar dates

e. To know units of measurement

f. To understand concepts of simple fractions: 1/2, 1/4, 1/3

g. To understand simple percentage

h. To recognize basic geometric shapes

i. To understand, recognize container sizes: gallons, quarts, pints, and can number sizes

j. Write numerals one through one thousand

k. Recognize and understand Roman numerals I-XX

2. Application and Suggested Activities

a. Making change

b. Apply arithmetic facts in terms of money

c. Figure hours worked; keep time sheets

d. Understand time clock

e. Understand banking procedures

f. Comparing prices of various needed articles

g. Apply fractions to cooking and cloth measuring

h. Apply fractions to shop projects

i. Buying clothes

j. Understanding utility bills

k. Understanding wage deductions

l. To be able to check sales slips

m. To be able to write checks and balance a check book

n. Figure out mileage and time zones on a map

o. Buying groceries and figuring cost per meal

p. Figure cost of car upkeep

q. Investigate used car market

r. Understand credit and installment buying

s. Tell time and know how to budget time

t. Figure out union or other dues

u. Know how to figure cost of mailing letters and packages

v. Setting up and keeping a budget

w. Making out money orders

3. Resources

a. Using Dollars and Sense. Kuhn and Hanna, Fearon Publishers, Inc. 2165 Park Boulevard, Palo Alto, California 94306

b. Money Makes Sense

c. Continental Press. Mimeograph match sheets program. 127 Cain Street N. W., Atlanta, Georgia

d. Getting Ready For Pay Day. Hudson and Weaver. Frank E. Richards Company, Phoenix, New York 13135

e. Learning About Time. Bohn and Wood. Frank E. Richards Company, Phoenix, New York 13135

f. Measure Up. Kahn, Herring, Tong, Fearon Publishers, Palo Alto, California

g. Useful Arithmetic. Vol. I, II, III. Mooney. Frank E. Richards Company, Phoenix, New York

Films and Filmstrips

4-753 Percent-Why and How--County Film Library

4-391 Percent In Everyday Life--County Film Library

4-168 What Are Fractions?--County Film Library

4-409 What Time Is It?--County Film Library

4-548 Accuracy In Measurement--County Film Library

E. Science

1. Skills

a. To recognize Florida trees, shrubs, flowers and how they grow best

b. To recognize poison plants, insects, and animals of Florida

c. To become familiar with simple chemical compositions

d. To understand concepts of solid, liquid, and gas

e. To understand concept of atmosphere

f. To understand concept of magnetism and electricity

g. To understand concept of freezing and boiling

h. To understand basic concepts of machines, motors and engines

i. To understand concepts of earth and space

j. To recognize the effects of narcotics, alcohol and tobacco

k. To understand concepts of weights

l. Basic human anatomy and functions of the body parts

2. Application and Suggested Activities

a. To be able to plant and care for various trees, shrubs, flowers at home or in nursery work

b. To understand weather patterns and temperatures

c. To understand how to use the proper chemical solutions at home or on the job and to understand the dangers if they are not used correctly

d. To know and help with conservation of our natural resources

e. To be able to spend leisure time fishing or collecting sea shells

f. To understand harmful effects and consequences of using narcotics and alcohol in relation to the body

g. To understand our world in relation to space exploration, other planets and future implications

h. To recognize the dangers and precautions of working with machinery, power tools, and chemicals

i. How to care for animals either as pets or in a job situation

4. Resources

a. You and Your World - Broadvein

b. Bulletins available from Brevard County Agriculture Office, Cocoa, Florida

c. The Question and Answer Book of Space, Sonneborn, Random House, New York

d. Be Now - Life Science Series. Hubbard Scientific Company, 2855 Shermer Road, Northbrook, Illinois 60062

e. Inquiring Into Science. American Book Company
Probing Into Science. American Book Company
Investigation Into Science. American Book Company

f. Modern Physical Science. Tracy, Tropp, Friedl; Holt, Rinehart and Winston, Inc., New York

Films and Filmstrips

4-404	Magnetism	ALL AVAILABLE FROM THE COUNTY FILM LIBRARY
12-24	Origin of Weather	
4-354	Our Senses - What They Do For Us	
8-419	ABC's of Internal Combustion	
4-550	Air All Around	
4-192	The Air Around Us	
4-329	Alimentary Tract	

II. Occupational Readiness

A. Grooming and Appearance

1. Cleanliness

a. Hair, nails, teeth, breath, skin

b. Clothing

2. Appropriate Clothing

a. For job interviews

b. For work

c. For school and social functions

3. Posture

a. On the job

b. Importance to health

c. Importance to personality

4. Good Health Habits

a. Importance of proper diet

b. In relation to work habits

c. Importance of preventative medicine

B. Appropriate Behavior

1. Home

a. Getting along with family members

b. Understanding financial responsibility as a family member

c. Accepting duties and responsibilities at home

d. Emotional stability

e. Entertaining others

f. Recognizing problems and solving them by reasoning

2. Social

a. Self-confidence

b. Good manners

c. Friends - choosing and keeping

d. Behaving acceptably in public - self respect

e. Discriminating between what is worthwhile and what is not

f. Tolerance of others ways and opinions

3. At School

a. Qualities admired as loyalty and sportsmanship

b. Knowing your school and the rules

c. Courtesy to other students and teachers

d. Participation in activities

4. On the Job

a. Self-evaluation of necessary job skills

b. Know rights of employer and employee

c. Know benefits of being an employee

d. Importance of planning and completing a task to best ability

e. Qualities of neatness, honesty, dependability, cheerfulness and promptness

f. Sense of pride and achievement

g. Making local and long distance telephone calls

h. Learning to make decisions and to profit from suggestions and criticisms

i. Know first aid to use in an emergency

j. Know about labor laws and their purposes

k. How to evaluate and ask for a raise

l. To instill the concept that success on the job is the key to successful living

m. The importance of being on time

5. In A Restaurant

a. Be able to find places with a hostess or headwaiter

b. Courtesy to waitress and waiter

c. Checks and cashier

d. Group and individual conduct in public places

e. Tipping

C. Techniques of Getting and Holding A Job

1. Review having all necessary information to fill out a job application

Stress importance of references and accuracy

2. Knowing where to look for a job

a. Newspaper ads

b. Friends and relatives

c. Employment agencies, private and state

3. Using the telephone

a. Telephone directory and yellow pages

b. Telephone manners

c. Good speech habits

4. The job interview

a. Grooming and appearance

b. Information to know

c. Probable questions you will be asked

d. Questions you should ask and the appropriate time

5. Why people lose jobs

a. Dishonesty

b. Mannerisms that annoy others

c. Personality and attitude faults

d. Not being able to accept criticism

e. Too much time spent "goofing off"

f. Not doing your fair share of the work

g. Getting involved with office gossip

h. Not admitting you "don't know how"

6. Why people are good workers

a. Ask for information

b. Understand the difference between company rules and company policies

c. Promptness, neatness and responsibility

d. Using your time to the best advantage

e. Cooperation with fellow workers

f. Planning ahead for more training

g. Real interest and pride in your job and place where you work

D. Understanding Own Limitations and Capabilities

1. Self-evaluation

a. Skills known

b. Likes and dislikes

c. Skill goals

d. Experience

2. Planning your future

a. Present goals

b. Long term goals

c. Knowledge of training required

d. Budgeting for future training

E. Responsibilities As A Citizen

1. Community

a. Agencies

b. Local government and laws

c. Birth certificate

d. Rights of citizens

e. What to do in case of arrest

f. Why and how to vote

g. Taxes

2. State

a. Officials

b. Laws - courts

c. Employment

d. Agencies

e. Your concern

3. Federal

a. Benefits

b. Draft laws

c. Structure of government

d. Laws - courts

4. Pay day

a. Deductions

b. Union dues

c. Budgeting

d. Family responsibilities

e. Credit and installment buying

F. Health and Safety

1. Home

a. Danger spots

b. Precautions

c. Considering age of family members

d. Proper equipment and repair

e. First aid

f. Good health rules

g. Planning

h. Fire prevention

i. Location of telephone numbers (hospital, ambulance, doctor)

j. Planning for recreation and outings

2. On the Job

   a. Tools and machinery

   b. Clothing

   c. Lifting

   d. Information sources

   e. Repair

3. School - Training

   a. Shop tools

   b. Sewing machines, appliances

   c. Cleaning equipment

   d. Fire prevention

   e. Where to find or ask for information

4. Bicycle

   a. Care and maintenance

   b. Laws

   c. Buying

G. Utilization of Leisure Time

1. Budgeting time

   a. Work hours

   b. Time off hours

2. Community facilities

3. Hobbies and special interests

4. Cost

5. Wholesome recreation

H. Resources

1. Taking Stock/Accent Personality. Dare & Wolfe. Follett Publishing Company, Chicago, Illinois

2. A Job For You. Steck-Vaughn. Austin, Texas

3. Teenagers at Work. Yvette Dogin. Frank E. Richards Company, Inc., Phoenix, New York
4. You and Your Occupation. Dare & Wolfe. Follett Publishing Company,
5. Getting That Job. Follett
6. Keeping That Job. Follett
7. On The Job. Hudson & Weaver. Frank E. Richards Company
8. We Want You. Mary G. Turner. Noble & Noble Publishing Company, 750 3rd Avenue, New York, New York 10017
9. Vocational Education Guide, Vol. I. Florida Department of Education, Tallahassee, Florida
10. Foundations for Occupational Planning. Eye-Gate Filmstrips
11. Rights and Duties of Citizens. Corcoran. Vol.'s I, II, III. Workbooks and text. Frank E. Richards Company, Inc.
12. About Your Community. Fearon Publishers. Palo Alto, California
13. The Story of Florida. Book depository
14. Understanding the Law. Iowa State Department of Public Instruction, University of Iowa, Iowa City, Iowa
15. To Be A Good American. Fearon Publishers
16. My Country. Steck-Vaughn. Austin, Texas
17. The Town You Live In. Turner-Livingston. New York University Press Washington Square, New York
18. Safe and Sound. Cary Lawson. Gary D. Lawson Company, Elk Grove, California
19. Health In Action. Thackson & Newson. Economy Company. Atlanta, Georgia
20. First Aid Manual. Book depository
21. Keeping Your Body Healthy. McCormick Mathers Publishing Company. Cincinnati, Ohio

Films and Filmstrips

Interviews-Three Young Men - Educational Media Center

Interviews - USF Library - Education Building

Artificial Respiration - Educational Media Center

Duck and Cover - Educational Media Center (atomic attack, what to do)

THE FOLLOWING ARE AVAILABLE FROM THE COUNTY FILM LIBRARY

442	Care of Skin
450	Care of Hair & Nails
4186	Are Manners Important?
4616	How To Judge Facts
8-751	Installment Buying
4-572	Are You A Good Citizen?
8-495	Citizenship and You
8-454	Our Basic Civil Rights
8-369	What About School Spirit?
4-579	The Powers of Congress
8-13	Defining Democracy
	Are You Ready For A Job?
4-338	First Aid On The Spot
8-666	Mirror, Mirror
8-87	Health In Our Community
	AVID Tape Series
	Eye-Gate Records and Filmstrips
8-750	Budgeting
8-496	Basic Court Procedures
8-20	Act Your Age, Emotional Maturity
8-278	Bicycle Safety

III. Specific Skill Building

A. Driver's Education

1. Classroom Instruction - in regular program or OTP classroom as an introduction

2. Range Instruction - regular program

3. Resources

a. Auto-dynamics, Steck-Vaughn

b. Driver's Education Game. International Learning Corporation, 448 East Las Olas Boulevard, Fort Lauderdale, Florida 33301

c. Basic Driver Education. Bonner, Gutshall, Kenel. Interstate Printers & Publishers, Inc. Danville, Illinois 61832

d. Getting Ready to Drive. John D. Wool. Frank E. Richards Co.

e. Road Signs. Fern Tripp, 2305 East Sierra Way, Dinuba, Calif.

f. Florida Driver's Handbook-available free from Florida Highway Patrol

g. Adapted Florida Driver's Handbook, Study Guide and Words. Effort, Inc. Salt Lake City, Utah

h. What Every Young Driver Should Know. Richard Gross, Matex.

4. Film 4-653 Bottle and Throttle

B. Typing

1. OTP classroom

2. Regular typing class

3. Resource - Gregg Typing Book, No. 1

C. Building Trades

1. Vocational instructor

2. Resource - film: 4-504 Careers in the Building Trades - Basic Skills

D. Auto Mechanics

1. Taken in regular classroom

2. OTP classroom introduction

3. Resources

a. Auto-dynamics, Steck-Vaughn Company

b. Films:

1. 8-764 The Auto Mechanic

2. 8-330 ABC's of the Automobile Engine

E. Shop

1. Woodworking - skills and suggested activities

a. Care of tools and equipment

b. Safety of tools and equipment

c. Using hand tools - develop varied skills

d. Difference between hand and power tools

e. Develop desireable work habits

f. Develop appreciation of good craftsmanship

g. Working cooperatively with others on a project

h. Working independently on a project

i. Develop leisure time hobbies

j. Develop increased dexterity

k. Develop ability to do orderly planning of a project and its completion

l. Measuring techniques

m. Painting and finishing - fillers, stains, solvents, finishes and brushes

n. Construction techniques - joints, abrasives, and fasteners

o. Kinds and uses of wood

2. Electrical Appliances

a. Safety

b. Extension cords

c. Appliance cords

d. Light sockets

e. Solder joint

f. Taping

g. Light bulbs (size)

h. Fluorescent lamp

i. Household fuses

j. Splicing wire

k. Simple lamp and appliance repair

l. DC current, watts, kilowats, insulation and short circuits

3. Furniture Repair

a. Loose joints

b. Types of glue

c. Various finishes and wood types

d. Techniques of stripping and refinishing

e. Braces and clamps

f. Sanding, hand and power

4. Plumbing

a. Shut-off valves

b. Replacing washers

c. Cleaning sink traps

d. Leaking pipes

e. Bathroom fixtures

f. Understanding local sewerage

g. Garbage disposals

h. Outside watering systems

5. Home Repair and Maintenance

a. Door hinges

b. Safety hasps

c. Locks

d. Screw hooks and eyes

e. Coat hooks - gate hooks

f. Bolts, nuts, metal and wood screws

g. Screens and doors

h. Safety chain

i. Toggle bolts and masonary anchors

j. Cutting, fitting, laying linoleum and floor tiles

k. Replacing glass

l. Caulking windows, steps, doors

m. Floor finishing

n. Painting various surfaces

o. Ladder types and safety

6. Machine Tools

a. Cutting machine

b. Surfacing machines

c. Portable machine tools

d. Stalinary machine tools

e. Safety

7. Lifting

a. Heavy boxes by one man

b. Heavy loads for two or more men

8. Resources: Basic Woodwork Projects, McGinnis and Riley, McKnight Publishing Company

Films: 8-389 Wood Finishing

8-324 ABC's of Hand Tools

8-325 ABC's of Hand Tools

SENIOR HIGH HOMEMAKING

Because high school is terminal education for OTP students, it is necessary to present a program for both boys and girls. Actual situations should be provided that will challenge the students to realize the real concepts of adult life and its responsibilities, as well as develop social ease, good work and safety habits.

Many high school students are members of families in which all the adults are employed away from home so the student must assume responsibilities in his home situation. Most of them are expected to help prepare a family meal and take care of younger brothers and sisters. It is necessary to include many "how-to-do-it" experiences in the homemaking program. They should be helped to attain self-care and independence in choosing food, clothing, housing, dealing with social situations and basic money management. (Sample lesson plan included)

Vocational Home Economics (#8) is not another year of general home economics but a training for selected students to teach them competencies for employment. (Sample lesson plan included)

F. Home Economics

1. Home

a. Meal planning

b. Meal serving

c. Budgeting and management

d. Health

e. Furniture - care and use

f. Lighting

g. Appliances, utility choice, care, buying

h. Can sizes and label information

i. Equipment and utensils to use for cooking

j. Getting along with other family members

k. Manners

l. Importance of proper food storage

2. Clothing

a. Appropriate for home, job and social

b. Color and basic design

c. Buying vs. sewing at home

d. Fabrics and care

e. Jewelry and accessories

f. Repair of clothing

g. Clothes for men and boys

h. Comparative and quality buying

3. Home Nursing

a. Food for invalids

b. Bathing an invalid

c. Childhood diseases

d. Older family member needs

e. Basic methods of invalid care

4. Child Care

a. Age groups - infant, toddler, pre-school, school

b. Foods for appeal and nutrition

c. Feeding methods

d. Following instructions of child's mother

e. Following instructions of doctor

f. Medicines - danger and dosage

g. Appropriate games and amusements

h. Safety

5. Cooking

a. Reading and understanding basic recipes

b. Increasing and decreasing amounts of basic recipes

c. Finding family likes and dislikes

d. Meal planning and basic nutrition facts

e. Meal planning cost and budgeting

f. Entertaining

g. Using commodity - type foods

h. Table setting

i. Measurements and equivalents

j. Cooking methods as frying, baking, broiling

k. Using the oven

l. Using utensils and appliances

m. Safety

6. Marriage and Family Plans

a. Dating

b. Marriage etiquitte

c. Marriage responsibilities

d. Physical and emotional aspects of marriage

e. Planning for parenthood

f. Roles of mother and father

g. Pre-natal care

h. Baby care

7. Sewing

a. Hand stitching

b. Sewing machine - types, care and simple repair

c. Crocheting, knitting and embroidery

d. Individual projects - planning and completion

e. Group projects - planning and completion

8. Vocational Service Training

   a. Food service

   b. Commercial sewing

   c. Child care

   d. Homemaker

9. Resources

   a. Thresholds to Adult Living. Craig. Charles A. Bennett Company, Inc., Peoria, Illinois

   b. Housing and Home Management. Lewis, Burns and Segna. McMillan Company, New York

   c. Teen Guide to Homemaking. Barclay, Champion. McGraw-Hill Book Company, Inc., New York

   d. Homemaking for Teenagers. McDermott & Nicholls. Charles A. Bennett Company, Inc.

   e. How You Plan and Prepare Meals. Carem & Ranee, McGraw-Hill

   f. Fashions and Fabrics. Houghton-Mifflin Company, Boston, Mass.

   g. Homes with Character. Craig & Rush. D. C. Heath & Company, Boston, Mass.

   h. Clothes. (Teen Etiquette Series), McGraw-Hill

   i. Planning Meals and Shopping. Fearon Publishers

   j. Snip, Clip and Stitch. Foyle Hartly, R. W. Parkinson. Urbana, Illinois

   k. Personal Adjustment, Marriage and Family Living. State adopted

G. Janitorial Equipment

1. Care and safety, correct use of:

   a. Large industrial vacuum

   b. Large industrial floor scrubber

   c. Large industrial floor polisher

d. Large industrial jet washer

e. Various mops, brooms, buckets

H. On Job Training

1. Work Stations in School

a. Office assistant - simple filing, telephone messages, errands

b. Cafeteria assistant - setting up tables, chairs, serving lines, cleaning tables, some simple food preparation

c. School maid assistant - cleaning, learning what duties include

d. Janitor's assistant - experience in using janitorial equipment and necessary custodial duties

2. Work stations part-time off campus

a. Upholstery shop

b. Appliance repair

c. Cabinet shop

I. Music

1. Band in regular school program

2. Chorus in regular school program

J. Crafts

1. Hydrocal

a. Wall plaques

b. Painting

c. Selling

2. Leathercraft

a. Belts

b. Moccasins

c. Wallets

3. Candle making

4. Jewelry making

   a. Beads

   b. Crochet

5. Flower making

   a. Feather

   b. Paper

   c. Plastic

6. Shellcraft

   a. Jewelry

   b. Plaques

   c. Novelties

7. Macreme

   a. Belts

   b. Purses

   c. Hangers

8. Scraps of fabric and felt

   a. Beanbags

   b. Stuffed toys

   c. Tote bags

   d. Place mats

   e. Pillows

   f. Baby quilts

   g. Christmas decorations

9. Yarn

   a. Toys

   b. Wall hangings, pictures

K. Physical Education - both boys and girls participate in regular school program classes

PROGRAM PLANNING

Pre-school planning affords the OTP teacher the opportunity for evaluation of both in-coming and returning students. A formal staffing at this time should include yourself, your program's Vocational Rehabilitation counselor, a Vocational Education school staff member, a representative of the Exceptional Child Education Department, and any others contributing significantly to the student's programs.

The arrival of in-coming Phase I students will have been preceeded by Pre-OTP Evaluation Forms, to have been forwarded by the student's ninth grade EMR teachers. The form should present a basic physical, academic, and job readiness profile of each student. The OTP teacher may find that it is among the most substantial information about the student available at that time. It can be used effectively in planning the new student's program around some of his or her apparent strengths and weaknesses.

Other sources of information on new students will be found in both the junior high school's and ninth grade EMR teacher's cumulative folders forwarded to your school. They will include:

1. Psychological Examinations and Reports. All EMR students are required to have been administered an appropriate psychological evaluation before their acceptance into the program. The Wechsler Intelligence Scale for Children is used by Brevard School Psychologists. Others may have been administered periodically thereafter.

2. Staffing Reports. A formal staffing is required for all students suggested for EMR placement. You will find in each report the names of those professional school employees knowledgeable about the student's particular problems, abilities, etc.

3. End Of Year Reports. Each EMR teacher in preceding grades was required to complete a report on the child's progress at the end of each school year. Reviewing these will give some indication of each child's academic progress, social behavior, health problems if any, and teaching materials used in his instruction.

Further evaluation of arriving Phase I students will only be possible after weeks of observation and testing of the student in the OTP classroom. Thus, changing of the student's program from time to time during the school year may be expected.

Returning Phase II and III students will require the same attention to their abilities and past performance. for planning their year's program.

It is at this time too that Phase II inschool work placement should be planned for each second year student.

Pre-school planning is thus an appropriate period for enrolling suitable Phase II and III students in Vocational Education classes. This is best accomplished through cooperation with the individual teachers themselves. Brevard County is committed to integrating its OTP students into the regular high school program. Your students will generally benefit significantly from instruction within the Vocational Education classroom. Courses suitable for some of your students and available within the Vocational Education program include:[2]

1. Agriculture I (two semesters)
2. Foods and Nutrition (one semester)
3. Homemaking for Special Needs (one semester)
4. Auto Mechanics One (two semesters)
5. Related Automotive Trades (two semesters)
6. Building Trades I (two semesters)
7. Carpentry I (two semesters)

[2] See SECONDARY INSTRUCTIONAL PROGRAM OF BREVARD COUNTY 1971-1972; pp. 103-117 for course descriptions.

Phase II Inschool Work Placement is one of the most important segments of each student's OTP program. The placement is intended to provide an opportunity for each child to test his own abilities, aptitudes, and interests on one or more jobs within the school building and/or grounds under supervision of a school employee. It also exposes him, usually for the first time, to the responsibilities of learning and performing some occupational task. The placement's other primary purpose is to give the OTP teacher an opportunity to realistically evaluate the Phase II student's job readiness and to adapt the child's program to those abilities or deficiencies that are indicated during the placement.

Funds from the Exceptional Child Education Department's budget will be transferred to the school's budget for the cost of materials the OTP teacher may order. The Exceptional Child Education Department will also provide a list of those resources it will loan to OTP teachers upon request.

It is advisable to purchase as many non-consumable supplies as possible in order that the investment will be of a more permanent nature. The need for non-consumable items will be considerably decreased if instruction requiring their use, such as art, home economics, wood working, etc., is handled partly or t[illegible]ly within the regular school curriculum

Arranging Field Trips for OTP students is a relatively simple matter that consists primarily of planning for transportation. The county has a budget to provide for bus transportation of students on field trips. Under no circumstances should a teacher plan to transport students in a private automobile. Transportation may be arranged by contacting the transportation office in each area superintendent's complex. Arrangements should be made well in advance.

Your principal should be advised of any plans for a field trip. You will want to discuss with him the advisability of obtaining parent permission.

Places of interest to your students may include a,

Fire Department,

Police Department,

Bakery,

Dairy,

Cape Kennedy Complex,

Shopping Mall,

County or City Jail,

Radio Station,

Air Port,

Florida Employment Office,

Laundry and Cleaning Plant,

Fabric Shops,

Hardware. Lumber Company,

Social Security Office,

Bank,

Telephone Office,

Historical points of interest,

Construction sites,

Child Care Center,

Hospital,

or Newspaper office.

Referring A Child for Psychological Testing may be accomplished by completing the standardized form to be found in each school's office or at the Exceptional Child Education Office. Note that a parent must sign an attached permission slip.

Each student's school cumulative file should be checked at the beginning of the school year. If the student's last examination was administered more than

two years previously, he or she should be referred for retesting. Generally, at least one year should have elapsed since the previous testing for acceptance of the referral by Psychological Services.

Staffing Procedures are uniform for all students. A staffing will be arranged by the Exceptional Child Education Department for the following reasons:

1. A student in the regular school curriculum has been administered a psychological examination and possible OTP placement has been suggested by the psychologist.

2. A student in the OTP program has been administered a psychological examination and placement other than the OTP class has been suggested by the psychologist.

3. An OTP student has transferred or is about to transfer to another school's OTP program.

4. A principal, counselor, or teacher has requested a staffing to discuss and resolve a particular problem of an OTP student or students.

Staffings will usually be held at the student's receiving school and may involve school administrators, psychologist, teacher, guidance counselor, Vocational Rehabilitation counselor, and a representative of the Exceptional Child Education Department.

Postschool Planning provides the OTP teacher one or more days to summarily evaluate each student's progress during the school year and to develop basic plans for his next phase of instruction. Any specific plans, recommendations, or remarks should be included in your cumulative student files. New files should be organized for all incoming students.

VOCATIONAL REHABILITATION SERVICES

Purpose: To provide the services necessary to render disabled persons fit to engage in gainful employment.

Vocational Rehabilitation has three criteria which must be met by a student to be eligible for services:

1. There must be a physical, mental or behavioral disability which can be documented.
2. This disability must be a job handicap.
3. There must be a reasonable expectation that the prospective client will be able to work after the provision of services.

In the Occupational Training Program there are two distinct groups served. The first is those students who have the disability of mental retardation and who are in the Occupational Training Program at the various schools. The second is all other students who have different chronic disabilities which prove to be job handicaps. The eligibility requirements and goals are the same for each group. In serving a client, the first goal would be to remove the handicap if possible. If not possible, the goal would be to place him ultimately in an occupation in which his particular handicap would not prevent him from functioning. Many students would continue in special training after high school in order to make such placement possible.

Although Vocational Rehabilitation is no longer able to supply the OTP classes with some types of equipment, it still is able to supply services <u>on an individual basis</u>, if needed for that particular student.

These services would include:

<u>Evaluations</u>: Medical (including any type of specialist examination), psychological, psychiatric, and some special types of work evaluations.

Training: This would include any special kind of training needed outside the school's regular program, including on-the-job training, personal and vocational adjustment training.

Guidance and Counseling: Here the service is quite broad and would include occupational information, job exposure, sometimes family problems, adjustment problems and supportive counseling.

Placement: Part of the Vocational Rehabilitation counselor's role is to find a suitable occupation in the community for the OTP student. Our goal here is eventual competitive employment. At times some students temporarily need sheltered employment as a stepping stone while others may need it as a final goal due to the severity of their problems. At any rate, the usual goal is eventual independent living and work on the competitive level.

The above services could be provided for a client without regard to financial status. The following services could be supplied if the client's parents would be unable financially to provide them. Financial eligibility requirements are established by the State.

Medical: Surgery, treatment, medication or medical supplies, physical therapy or occupational therapy. In some special cases, dentures can be provided.

Prosthetics: Etc., artificial limbs, orthotic devices, braces, artificial eyes, hearing aides and, in some special cases, glasses.

Hospitalization: It must be noted that usually Vocational Rehabilitation cannot provide hospitalization for acute problems. For a chronic disabling condition, where the medical prognosis is good, it can provide this service.

Equipment: This may be provided for training for a particular individual who needs the equipment either for necessary training or placement.

In the Cooperative School Program, the rehabilitation counselor works as a member of a team which includes the OTP teacher, vocational education teacher and the various aides. If the student is to be properly evaluated, restored physically, mentally or behaviorally to the maximum, suitably educated and trained, and finally placed in an appropriate occupation, communication and cooperation of the various team members is essential. Please feel free to discuss problems, feelings, suggestions, and criticisms with your school Vocational Rehabilitation counselor. The agency feels that this is the only way in which the program will continue to grow and be more useful to the students served.